DOCUMENT RESUME

ED 058 546 AC 012 260

AUTHOR	Witherspoon, Arnold Delano
TITLE	A Behavioral Observation Index Designed to Evaluate Training of Correctional Officers in a Prison Setting.
PUB DATE	27 Aug 71
NOTE	143p.; Master's Thesis, Auburn University
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Behavioral Science Research; Behavior Rating Scales; *Corrective Institutions; *Evaluation Techniques; Interaction Process Analysis; Measurement Instruments; Observation; *Police; *Training Techniques
IDENTIFIERS	Draper Correctional Center

ABSTRACT

This study represents an effort to develop an observational instrument to assess a correctional officer's behavior, and to evaluate officer training programs. A list of 73 inmate behaviors to which the officer might respond was assembled. The most relevant, significant, and most often occurring inmate behaviors were selected. Six judges with orientations in psychology and corrections rated 4 basic officer responses (reinforced, ignored, terminated, punished) according to their effectiveness in modifying each of the 73 inmate behaviors. This procedure established which response of the officer was most desirable. Agreement between judges and mean ratings for each response were recorded in tables titled the Standardized Response Index. The observation instrument was then constructed and tested for reliability. Information recorded by the observer was: the interaction number, verbal contact (verbal content and tone), type of interaction, type person(s) and number of persons interacting, and officer's response. Information to determine observer reliability was collected by 2 pairs of observers. Overall, the reliabilities of the indices were moderate to high (+.47 to +.97). Internal validity was supported by data collected for 15 officers which supported three important assumptions. External validity was not clearly determined. (Author/DB)

ED 058546

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

A BEHAVIORAL OBSERVATION INDEX DESIGNED TO EVALUATE TRAINING OF CORRECTIONAL OFFICERS IN A PRISON SETTING

Arnold Delano Witherspoon

A Thesis
Submitted to
the Graduate Faculty of
Auburn University
in Partial Fulfillment of the
Requirements for the
Degree of
Master of Science

Auburn University
August 27, 1971

AC012260

ED 058546

A BEHAVIORAL OBSERVATION INDEX DESIGNED TO EVALUATE TRAINING OF CORRECTIONAL OFFICERS IN A PRISON SETTING

Arnold Delano Witherspoon

A Thesis
Submitted to
the Graduate Faculty of
Auburn University
in Partial Fulfillment of the
Requirements for the
Degree of
Master of Science

Auburn University
August 27, 1971

VITA

Arnold Delano Witherspoon, son of Elvin Durwood and Olivia (Byrne) Witherspoon, was born in Macon, Georgia, on October 12, 1940. He was educated in the public schools of Gadsden, Alabama, and graduated from Gadsden High School in June, 1959. After the fall quarter at Snead he entered the United States Marine Corps in January, 1960 and was discharged in October, 1963. From then until June, 1965 he worked for MacDonnell Aircraft Corporation in St. Louis, Missouri, as an aircraft hydraulic technician. In July, 1965 he entered the Alabama Institute of Aviation Technology while employed with Page Aircraft at Fort Rucker, Alabama, as a helicopter mechanic. Following his graduation in April, 1966, he worked as an aircraft mechanic and inspector for Huntsville Aviation Corporation at Huntsville, Alabama. In January, 1967, he re-entered Snead Junior College and transferred to Auburn University in September, 1967, where he graduated in August, 1969, with a Bachelor of Arts Degree in sociology. In September, 1969, he entered Auburn University Graduate School in psychology.

THESIS ABSTRACT

A BEHAVIORAL OBSERVATION INDEX DESIGNED TO EVALUATE TRAINING OF CORRECTIONAL OFFICERS IN A PRISON SETTING

Arnold Delano Witherspoon

Master of Science, August 27, 1971
(B.A., Auburn University, 1969)

143 Typed Pages

Directed by LaVerne F. Irvine

This study represents an effort to develop an observational instrument to assess a correctional officer's behavior, and to evaluate officer training programs. A list of 73 inmate behaviors to which the officer might respond was assembled. The most relevant, significant, and most often occurring inmate behaviors were selected. Six judges with orientations in psychology and corrections rated 4 basic officer responses, (reinforced, ignored, terminated, punished) according to their effectiveness in modifying each of the 73 inmate behaviors. This procedure established which response of the officer was most desirable. Agreement between judges and mean ratings for each response were recorded in tables titled the Standardized Response Index. The observation instrument was then constructed and tested for reliability. Information recorded by the observer was: the interaction number, verbal contact (verbal content and tone), type of communication, initiator of interaction, type of interaction, type person(s) and number of persons interacting, and officer's response. Information to determine observer reliability was collected by 2 pairs of observers. Overall, the reliabilities of the indices were moderate to high (+.47 to +.97). Internal validity was supported by data collected for 15 officers which supported three important assumptions. External validity was not clearly determined. The Behavioral Observation Index was developed to evaluate a training program designed to teach correctional officers the use of behavioral modification techniques.

ACKNOWLEDGMENTS

The author would like to express appreciation to Warden John Watkins, the administrative staff and correctional officers at the Draper Correctional Center, and also the personnel at the Rehabilitation Research Foundation directed by Dr. John McKee, for their generous cooperation and assistance which made this study possible.

TABLE OF CONTENTS

LIST OF TABLES ix

I. INTRODUCTION 1

Review of Literature
Statement of Problem

II. PROCEDURE FOR DETERMINING RELEVANT BEHAVIORS TO INCLUDE IN THE BEHAVIORAL OBSERVATION INDEX 8

III. DEVELOPMENT OF THE STANDARDIZED RESPONSE INDEX 13

IV. DEVELOPMENT OF THE BEHAVIORAL OBSERVATION FORM 20

V. DETERMINING THE RELIABILITY AND VALIDITY FOR THE BEHAVIORAL OBSERVATION INDEX 25

Determining Reliability
Determining Validity

VI. SUMMARY 40

REFERENCES 44

APPENDICES 47

A. Instructions to Judges for Sorting Behaviors According to Significance . . . 48

B. Three Judges' Significance Ratings and Mean Ratings for Each of the Original Eighty-Five Behaviors 50

C. Standardized Response Index 60

D. Definition of Terms 82

E. Explanation of Behavioral Principles . . . 85

F. Instructions to Judges for Rating the Behavioral Situations 89

G. Individual Ratings by Six Judges for Each Response for Each Behavior 93

H. Behavioral Observation Form 109

I. Instructions for Use of the Behavioral Observation Index 111

J. Summary Sheets I, II, III, and IV 116

K. Data for Determining Reliability of Each Category on the Observation Form 122

L. Teachers' Ranking of Officers Based on the Officers' Application of Behavioral Responses 131

LIST OF TABLES

1. Significance Rating and Number of Behaviors at Each Level of Significance 11

2. Number of Behaviors for Each Coefficient Value Representing Agreement Between Six Judges in Rating Officer's Response to Seventy-Three Inmate Behaviors 18

3. Mean Score for Each Judge's Ratings for Officer's Response Over Fifty-Four Items of Inappropriate Behaviors 19

4. Mean Score for Each Judge's Ratings for Officer's Response Over Nineteen Items of Appropriate Behaviors 19

5. The Total Number of Significant Behaviors and Their Occurrence in Seven Prison Settings as Specified by the Officer in Charge of Each Setting 27

6. Spearman Rank Order Coefficients Indicating Agreement within Observer Pairs 30

7. Spearman Rank Order Coefficients Indicating Observers' Agreement for Three Prison Settings 31

8. Percentage of Officer's Interactions Which Were Personal and Verbal Contact Scores for Interactions with Inmates and with Persons Other Than Inmates 35

9. The Mean Verbal Contact Score for Personal and Business Interactions Computed from Fifteen Officers' Interactions with Persons Other Than Inmates 37

10. How Well Officer Responded to Inmates According

to Rankings Based on Behavioral Observation Index and Teacher Expectations 38

I. Introduction

Review of Literature

The literature for the past decade indicates that a number of researchers have constructed observational instruments for evaluating human interactions. None, however, appeared appropriate for evaluating the behavior of correctional officers. Observational investigations that appeared to be somewhat related focused on verbal behavior in problem solving (Bales, 1950), on speech in psychotherapy (Mahl, 1956), on international conferences (Alger, 1965), on street conversations (Landis & Burtt, 1924), and on classroom interaction (Amidon & Flanders, 1963). Observational instruments have also been used in evaluation of teachers (Hough & Amidon, 1967), in determining how children develop peer relationships (Olpin & Kogan, 1969), and in studying family interaction (Behrens, 1969). Moreover, related observations of non-verbal behavior have focused on problems related to job proficiency (Bhattacharyya, 1961), and on facial expressions (Leventhal & Sharp, 1965).

Generally, the development of an observation instrument followed a need to answer a specific research question, and therefore, observers have focused only on behaviors relevant to their problem. Chapple (1940), for example, was concerned mostly with verbal behavior and, therefore, disregarded the overall content of interactions. Freedman and Leary (1951), were interested in verbal behavior and its intensity, but their instrument ignored information about the initiator of the interaction. While Bales (1950) developed categories for verbal behavior his primary interest was group problem-solving whereas evaluation of behavior in authority-subordinate relations between a correctional officer and inmate made it necessary to separate verbal tone and verbal content and to obtain information about the interaction.

A significant problem in making the observation of behavioral events in an objective manner concerns defining the unit to be observed and categorizing behavior that is to be observed. In specifying the unit to be observed Barker (1963) emphasized in his review of the literature, that the continuous stream of behavior may be broken unto units ranging from discrete eye movements to general daily behavior. While Bales (1950) defined the basic unit of observation as the smallest discriminable unit of verbal or non-verbal behavior, Amidon and Flanders (1963) defined their unit of classroom behavior in terms of intervals of time. For the present investigation the unit of behavior was defined as the interaction of two men, however, time became a factor when the interaction continued longer than 5 minutes.

Moreover, Weick (1968) stated, in his review of observational procedures, that the coding of behavior should be simple, require minimum attention of the observer, and allow for transformation into useful data. Categories need be explicitly defined, therefore, limiting observer inference. Other researchers concerned with direct observations of behavior conclude that observer influence can be minimized by the observer's interpreting a social interaction in terms of its context (McDavid & Harari, 1968). Weick (1968), however, suggested observation systems that permit the observer to make immediate judgments discouraging the use of context.

The use of rating scales, nominal categories and frequency counts of behavior can simplify the observer's task of recording. Mascaro (1969) emphasized that high reliability can be derived from nominal categories which are exhaustive while the usefulness of frequency measures of clearly defined behavior has been stressed by Skinner (1966). Together, rating scales, nominal categories, and frequency measures may adequately describe a particular behavioral event. Several measures to describe an event has been used especially with vocal behavior and gestures recorded during psychotherapy (Ekman, 1965; Scheflen, 1963).

In recording behavior, it must be determined whether the behavior will be described or evaluated, and whether it will be recorded according to the intent of the observer or the effect of the behavior on others. The system used by Bales (1950) described verbal behavior and resulted in high observer reliability. He preferred categories concerned with the effect of behavior on others while other researchers preferred categories relating to intent of the behaving person (Schoggen, 1963). Moreover, the observer's coding of effect has been more valid than his coding of intent for classroom observations (Medly & Mitzel, 1962). Therefore, it appeared that observation requiring the coding of the effect of a correctional officer's behavior would require less inference on the part of the observer than attempts to code the intent of the officer's behavior. Although it appeared difficult to completely separate effect and intent, the emphasis was placed on the officer's effect for this investigation.

In determining whether an observer should actively participate or be passive in an interaction while observing depended on the situation and observer's rapport with his subject. Webb, Campbell and Schwartz (1966) noted two problems related to passive observation: The desired behavior may occur infrequently; without manipulation the stimulus for the behavior may not be identified. They also noted that although active participation or observation of arranged or pre-planned situations may possibly reduce errors in observation, it may disrupt the natural setting within which behavior occurs. If the disruption could be measured and taken into account this would be advantageous. To reduce human error by using instruments such as tape recorders imposes limitations in that they record verbal interaction only and often disrupt rapport with some subjects. Another source of error may reside in the observer who may become less conscientious and attentive as he becomes fatigued and bored with his task (Webb, Campbell, Schwartz & Sechrest, 1966). The mentioned errors have been found to be somewhat systematic and therefore in many cases may be predicted (Campbell, 1959).

The importance in determining the magnitude of observer influence was emphasized when Sherif and Sherif (1964) attempted to observe the daily activity of adolescents.

Weick (1968) concluded there may be a marked effect on behavior when the subject suspects the observer's motives as is often the case with deception. However, even non-participation may provoke some reactions. In the present investigation, it was planned that the observer minimize his participation in observed interactions as it was believed his interventions would alter normal interactions between the correctional officer and inmate.

The use of deception presents ethical problems relating to investigative procedures. McDavid and Harari (1968) appeared to support the use of disguised techniques when the investigator anticipated that his subjects would otherwise distort their responses. Although the effect which the use of deception has upon behavior has not been clarified, the widespread use of deceptive techniques has created strong reactions from some researchers (Kelman, 1968). Weick (1968), however, suggested that if the reason for the observation is not misrepresented the use of deception can sometimes be justified. In partial deception, the investigator does not conceal the fact that he is observing, but does conceal who or what is being observed. Partial concealment was used in the present research in this sense.

Statement of Problem

The review of the literature was conducted to develop an observation instrument that could be used by an observer in coding the behavior of prison correctional officers in interactions with inmates. The literature review served as an aid in identifying specific problems and how they could be resolved. Problems encountered and considered in relation to an observation form for evaluating the correctional officer's behavior were: defining the criterion of appropriate officer behavior, specifying the unit of behavior to observe, simplifying observer coding, determining observer and instrument error, selecting prison areas for gathering information, determining the observer's influence on officer -inmate interaction. The instrument was developed to assess the success of training programs for correctional officers and its development is described in the following sections.

II. Procedure for Determining Relevant Behaviors to Include in the Behavioral Observation Index

To develop the Behavioral Observation Index a list of relevant inmate behaviors that occurred with some degree of frequency, and that officers could be observed responding to, was first assembled. To develop the list of behaviors, 30 officers were each observed for six hours in various settings and on different work shifts. The officers worked in the laundry, kitchen, tool house, administrative office, hospital, and living areas. After assembling the behavior list, 20 available officers with experience ranging from 3 to 28 years (mean of 11 years) reviewed it and added behaviors that had been overlooked. In addition, the behavioral checklist used in another study (Milan, 1971) and a book of Inmate Rules (1970) were consulted.

The assembled behaviors were then ranked according to their significance. Significance was defined as the importance of the officer's behavior in maintaining or modifying the inmate's behavior so that the inmate could live in a free society. Written instructions (See Appendix A.) were given to each of three judges (a prison classification officer, a prison psychologist, and a research psychologist working in the prison). Each behavior was written on a 3X5 card and was placed by the judge into one of four piles representing: (1) Most insignificant, (2) Somewhat insignificant, (3) somewhat significant, and (4) most significant. A mean of the three judges rankings (See Appendix B.) was computed for each behavior. The number of behaviors falling at different levels of significance are shown in Table 1. It was interesting that 63 of the 85 (74%) were rated as being significant (i.e., fall above 2.5 the midpoint of the rating continuum). Therefore, 22 of the original 85 behaviors had a significance rating below the midpoint (2.5). Of these, 11 were included in their original form, 9 were combined with others, and two dropped. The two behaviors dropped were as follows: "inmate caught masterbating," and "inmate acting suspicious, as if concealing an inappropriate object (sex books or weapons)". They were eliminated due to their low significance ratings, and because of the difficulty of defining suspicious and masturbating behavior. Also, the behavior "corruption of coffee shop funds" was dropped since this behavior was handled by the prison administrative office, rather than by the correctional officer.

The prison psychologist and the prison research psychologist agreed on rating a behavior as significant or insignificant for 69 of the 85 behaviors (81%). Both psychologists agreed with the member of the prison staff on the significance of the behaviors for only 67% of the 85 behaviors. When the behaviors were assigned to one of two categories labeled appropriate or inappropriate, as determined by prison policies, the prison staff member appeared more inclined to place appropriate behaviors in the insignificant categories than either of the psychologists. For example, the staff member gave the behavior (item 47, Appendix B.) "Inmate's efforts facilitate the overall job," a rating of one (most insignificant), whereas both psychologists gave this behavior a rating of four (most significant). Thirty-four percent of the behaviors that he classified as significant were appropriate type behaviors, as governed by prison policies. Whereas, only 13% and 20% of the behaviors classified as insignificant by the psychologists were appropriate type behaviors.

TABLE 1

Significance Rating and Number of Behaviors at Each Level of Significance

Significance Rating (Mean of 3 Judges)	Number of Behaviors (N = 85)
1.0	0
1.3	2
1.6	5
2.0	4
2.3	11
2.6	16
3.0	14
3.3	13
3.6	7
4.	13

Note.- Data showing each judge's ratings recorded in Appendix B.

To establish the appropriateness for inmate behavior not contained in the rule book, the prison classification officer was consulted.

From the original list of 85 behaviors that were collected, 73 behaviors were included in the Standardized Response Index (See Appendix C.). They were selected as behaviors and situations to which the officer could respond.

III. Development of The Standardized Response Index (SRI)

During the initial 180 hours of observations, officer responses were categorized into 4 basic responses (principles): The officer gave the inmate something the inmate desired such as extra clothing or special privileges (reinforced); the officer's response stopped the inmate's behavior by reprimanding or lecturing (terminated); the officer paid no attention to the inmate's behavior (ignored); or the officer removed an inmate's belongings, denied him privileges or created aversive conditions for the inmate such as assignment to extra labor or to confinement (punished). (See definitions and explanations in Appendices D and E.)

It was necessary to determine which responses of the officer would be the most effective in aiding an inmate in adapting to his free world or prison environment. Therefore, the 73 behaviors which were selected from the original list of 85, after considering significance, ambiguity, and inferential demands upon the observer, were presented to six judges; the prison warden, prison classification officer, a prison psychologist, a prison research psychologist, and two academic psychologists knowledgable in learning theory. It was thus expected that both a correctional and learning orientation would be reflected in the judgments. The six judges were asked to assign a numerical rating to each of the officer's four basic responses according to its effectiveness in modifying each of the 73 behaviors. (See instructions to judges, Appendix F.)

The evaluation form given to the judges consisted of the 73 behaviors arranged in random order to prevent sequence effects. For comparable reasons, the four behavioral responses were randomly ordered for each behavior. A pretest of the procedure was conducted with a research associate prior to giving the judges the evaluation form on which to make their judgments. The six judges' ratings for each response (See Appendix G.) were ranked and a Kendall's Correlation of Concordance 'W' was computed to determine the judges' agreement in rating the responses for each of the 73 behaviors (See Column 4, Appendix G.).

Appendix C shows the final Standardized Response Index including the behavior, the mean rating for the three judges regarding the behavior's significance, the mean weight of six judges' ratings for each of the four responses, and the agreement between the six judges in rating the responses. Those behaviors omitted from the sequence of numbers in Column 1 represent behaviors dropped or combined with others. (A list of the 85 original behaviors are shown in Appendix B.).

Table 2 shows a tendency for appropriate behaviors (i.e., behaviors consistent with prison policies) to have higher reliability coefficients (i.e., agreement between six judges) than inappropriate behaviors. Only 6% of the inappropriate behaviors (54 items) had a reliability value of .90 or above while 47% of the appropriate behaviors (19 items) had comparable values. The reason that appropriate behaviors had the highest reliability values was probably due to the judges being less influenced by the social context. It was expected that the judge was more concerned about the social situation surrounding the inappropriate behaviors, and therefore, questioned the justification or reason that spurred the inmate's inappropriate behavior. Of the 73 inmate behaviors, those for which judges least agreed upon the most effective officer response and the coefficient of concordance were: physical aggression toward an officer (.60), initiating personal discussions and jokes with other inmates (.66), poor job performance (.65), caught twice on same day not working (.66). The behaviors that showed the highest agreement between judges according to the most effective officer response were: keeping a neat bed and clean living area (.94), working on hobby during free time (.94), good personal appearance (.94), making a request for or appears to need assistance on job (.94), caught with an inappropriate object inside the institution (minor objects - books and magazines) (.94), volunteers to work for pay (.97), and initiating greeting toward officer (1.00).

The mean value for the six judges, concerning the effectiveness of the officer's response, was the basis for determining the relative appropriateness of the officer's response in modifying or reinforcing the inmate's behavior (see Appendix C, last column). A high value indicated the most effective officer's response. Each judge's mean rating for each of the four responses for all appropriate and inappropriate behaviors is recorded in Tables 3 and 4. The data in these tables show high agreement between the judges. For inappropriate behaviors the judges' ratings were least in agreement for the punished category and most in agreement for the reinforced category. The limited effectiveness of punishment in changing behavior as stated by judge F and revealed by his infrequent use of punishment, was in contrast to judges B, C, and E who were somewhat high in their use of punishment. In ratings for appropriate behavior, judges B and C were the most deviant with less emphasis on reinforcement and more emphasis on the responses of ignored, terminated, and punished. The small magnitude of ratings for reinforcement of inappropriate behaviors and punishment for appropriate behaviors, was associated with hurriedly drawn lines to these extreme positions on the continuum on each judge's evaluation form. (See example in Appendix F.) This point was verified by several of the judges.

TABLE 2
Number of Behaviors for Each Coefficient Value Representing Agreement Between Six Judges in Rating Officer's Response to 73 Inmate Behaviors

Coefficient Value	Behavior		Coefficient Value	Behavior	
	Appropriate	Inappropriate		Appropriate	Inappropriate
.60	0	1	.80	0	1
.65	0	1	.81	0	5
.66	1	1	.82	0	1
.67	0	1	.83	3	2
.68	0	1	.84	0	2
.69	0	2	.86	0	2
.70	1	4	.87	0	3
.72	0	2	.88	2	0
.73	0	4	.89	1	1
.74	1	3	.90	0	1
.75	0	2	.91	1	1
.76	0	6	.93	2	0
.77	0	1	.94	4	1
.78	1	3	.97	1	0
.79	0	2	1.00	1	0

Note.- Coefficients are Kendall's Correlation of Concordance 'W' for data in Appendix G.

TABLE 3

Mean Score for Each Judge's Ratings for Officer's Response Over Fifty-Four Items of Inappropriate Behaviors

Response	Judges A	B	C	D	E	F
Reinforced	.01	.05	.07	.01	.00	.03
Ignored	.82	.98	.90	.57	.60	.52
Terminated	1.74	1.71	1.77	1.97	1.79	1.94
Punished	.69	1.35	1.62	.87	1.62	.03

Note.- For data shown in Appendix G.

TABLE 4

Mean Score for Each Judge's Ratings for Officer's Response Over Nineteen Items of Appropriate Behaviors

Response	Judges A	B	C	D	E	F
Reinforced	1.85	1.76	1.78	1.86	1.84	1.85
Ignored	.81	1.21	1.14	.83	.93	.83
Terminated	.14	.61	.76	.23	.33	.25
Punished	.01	.05	.12	.01	.02	.02

Note.- For data shown in Appendix G.

IV. Development of The Behavioral Observation Form

The observational form (See Appendix H) was designed to collect the data that would be used to evaluate the officer's behavior based on the desired response specified in the Standardized Response Index. The observational form consisted of seven columns. The data recorded in these columns were: the interaction number, general notes, an assessment of the officer's verbal contact behavior, type of communication, initiator of the interaction, type of person(s) with whom officer interacting, and the officer's response to inmate's behavior. This section describes the information to be placed by the observer in each column of the form. (See Appendix I for instructions.)

Interaction Number (Column A)

It was necessary for the observer to assign each interaction a number so that a score could later be given based upon the Standardized Response Index.

Notes (Column B)

Notes relating to an officer's behavior were recorded so that the officer's behavior could later be scored relative to the use of a behavioral principle in his interaction. Although contacts with inmates were usually brief, bull sessions sometimes occurred lasting as long as 30 minutes. To give the officer credit for personal involvement with inmates, the officer was credited with separate interactions for each five minute period of interaction.

Verbal Contact Behavior (Column C)

The officer's verbal content and tone of voice were rated on a three point scale (plus, minus, and zero). The zero or neutral category was provided for the coding of behavior about which the observer was uncertain.

Type of Communication (Column D)

Distinguishing between personal and business interactions was important since a personal communication was one of the officer's few ways to reinforce an inmate's behavior. These two categories were derived from efforts to record different communications such as reprimands, orders, questions, and greetings. It was decided that the distinction between personal and business interactions would provide sufficient and reliable information.

Initiator (Column E)

It was felt important to record whether the officer responded to or initiated the interaction. If the officer had responded to a personal comment made by an inmate his response was regarded as giving reinforcement. If the officer initiated an interaction of a personal nature, it appeared that he was increasing the likelihood of future interactions with the inmate. It was felt that the number of personal interactions and the number of personal interactions initiated by the officer would provide important information.

Type of Person(s) (Column F)

To distinguish between the officer's interactions with inmates and with other persons, information indicating with whom the officer interacted was recorded. If an officer interacted mostly with other officers this appeared to be important information.

Officer's Response (Column G)

Four principles regarding the officer's response to inmates were developed: The officer's response was one which either reinforced, ignored, terminated, or punished inmate behavior. (See definitions and examples in Appendices D and E).

Reinforcement refers to a situation where the stimulus when paired with a response increases the frequency of the response. For present purposes it referred to the officer's response to inmates which resulted in the inmate's gaining something desired such as attention, extra clothing or special privileges. Due to the prison's aversive atmosphere, and the inmates' general deprivation of personal belongings and privileges, any removal of belongings and privileges defined what was referred to as negative reinforcement.

Termination responses occurred when the officer's response terminated the inmate's behavior without the use of aversive or punishing treatment. For example, a reprimand could terminate an inmate's behavior. No data were recorded if the officer did not make a response.

Ignoring a response will ordinarily extinguish it if positive and negative reinforcement are both withheld. Where an inmate's inappropriate behavior was not reprimanded, nor comments made about appropriate behavior, the officer's response to the inmate's behavior was recorded as ignoring. There was, of course, an inference on the part of the observer in deciding whether the officer was actually aware of the inmate's behavior.

Punishment was of particular interest because of the notorious reputation of prison policies. Punishment was recorded by the observer when the officer removed an inmate's belongings or denied him privileges. Aversive response such as assignment of the inmate to extra labor or to confinement also created conditions unwanted by the inmate and were recorded as punishment.

Summary sheets were developed for recording the response value to the officer's response recorded on the observation form. (See Appendix J.) Other information computed on the summary sheets was: verbal contact score, percentage of an officer's interactions with inmates which were personal, percentage of an officer's interactions with inmates initiated by the officer, score indicating officer's application of the most desirable responses, and the average number of inmates involved in interactions with the officer. Some of these scores were also tabulated for officer's interactions with persons other than inmates in the institution.

V. Determining Reliability and Validity for The Behavioral Observation Index

Determining Reliability

It was found in the early stages of development that important inmate behavior was related to particular settings. Therefore, seven prison settings were selected for obtaining data to determine each behavior's frequency of occurrence. The settings were the laundry, tool house, kitchen, back-gate, farm, hospital, and living area. The frequency with which each of the behaviors occurred in each of the settings was indicated by the officer in charge who sorted each behavior according to its frequency of occurrence. The four levels of frequency were: occurs once every 6-12 months, once every 3-6 months, once every 1-3 months, and once or more a month. An "unrelated" category was provided for behaviors which occurred only in particular settings such as the dining hall (e.g., leaving trays on tables). Table 5 shows how the behaviors with a mean significance value above 2.5 were sorted by the officer in charge of each area. Based on the data in Table 5 the farm, living, and back-gate areas emerged as the settings where the most significant behaviors often occurred. These three settings were therefore selected for obtaining the information for determining the degree of agreement between observers in their observations.

Reliability in recording the observations of the officer's behavior was determined by two pairs of observers who recorded the officer's interactions with inmates during two hours on the farm, two hours at the back-gate, and two hours in the inmates' living area.

TABLE 5

The Total Number of Significant Behaviors and Their Occurrence in Seven Prison Settings as Specified by The Officer in Charge of Each Setting

Area	Normal Occurrence				
	Once a Month or More	Once Every 1-3 Months	Once Every 3-6 Months	Once Every 6-12 Months	Never Happens or Not Related for Area
Hospital	20	3	0	0	40
Farm	27	3	1	4	28
Living	36	17	2	3	5
Backgate	26	10	5	3	19
Laundry	9	5	3	6	40
Tool-house	7	0	0	0	56
Kitchen	18	9	6	2	28

Note.- Significant behaviors refers to the 63 of the original 85 behaviors which had a mean significance value above the mid-point (2.5) as rated by three judges (See Appendix B.).

One pair of observers observed officers on one day while the second pair observed on another day. The investigator served as one of the observers in each of the two pairs. In addition to the investigator, one observer was a research assistant with a Bachelor of Science Degree in Psychology and the other observer an education analyst with a Bachelor of Arts Degree in English. Both of these observers were employed at the Rehabilitation Research Foundation. Observers were given instructions and examples on the use of the Behavioral Observation Index and received an 8-10 minute practice period with the observation form. Each officer observed was introduced to the observers and told that the observer's task was to observe inmate interactions to aid in developing an observation instrument. (This partially concealed the real purpose since the officer's interactions were recorded. Complete disclosure of the observer's task, however, would likely have influenced the officer and altered his normal behavior.) Reliability coefficients, Spearman Rank Order rho , were computed to determine the degree of agreement between observers in coding and recording information regarding the officer's behavior.

Table 6 shows that the reliability coefficients indicating the degree of agreement between observers in coding were generally moderately high to high, ranging from .47 to .97. The observer rating scales for verbal content and tone resulted in relatively low coefficients (.67 and .77).

The low value, .67, still indicated better than chance agreement between observers ($p < .02$, df=10) (Bruning and Kintz, 1968). As shown in Table 6 the first observer-pair attained higher coefficients than the second observer-pair on 70% of the indices. This difference may have been due to the educational backgrounds as both observers in the first pair were students in psychology. Table 7 indicates that except for content scoring, the observations were generally most reliable in the living area. There was closer contact with the subject in the living area than on the farm. Also, at the back-gate the subject was continuously in and out of a narrow doorway in the performance of his duties.

TABLE 6

Spearman Rank Order Coefficients Indicating Agreement within Observer Pairs

Indices	Observer Pairs	
	First	Second
1. Content Score	.67	.77
2. Tone Score	.73	.77
3. Total number of interactions.	.97	.89
4. Number of interactions with inmates.	.88	.85
5. Number of personal interactions.	.94	.96
6. Average number of persons in each interaction.	.90	.60
7. Number of interactions initiated by the officer.	.86	.85
8. Officer's Response Score. (Average for officer's interactions with inmates)	.80	.47

Note.- Data relating to reliability coefficients in Appendix K.

TABLE 7

Spearman Rank Order Coefficients Indicating Observers' Agreement for Three Prison Settings

Indices	Prison Settings		
	Farm	Back-Gate	Living Area
1. Content Score	.23	.92	.48
2. Tone Score	.73	.83	.97
3. Total number of interactions.	.95	.85	.99
4. Number of interactions with inmates.	.99	.80	.98
5. Number of personal interactions.	.96	.96	.96
6. Average number of persons in each interaction.	.73	.85	.87
7. Number of interactions initiated by the officer.	.82	.83	.96
8. Officer's Response Score (Average for officer's interaction with inmates).	1.00	.67	.68

Note.- Data relating to reliability coefficients in Appendix K.

Determining Validity

The validity of the Behavioral Observation Index rests on four assumptions. The first three assumptions relate to internal validity stated as the ability to reliably predict relationships between categories. The fourth assumption relates to external validity, or how well the instrument actually measures what it was intended to measure. The data for evaluating the validity of the assumptions were collected on 15 officers each observed for six hours prior to training in the behavioral modification program.

The first assumption stated that the prevailing downgrading of prison inmates in the prison would likely lead an officer to be more positive and congenial in his contact with persons other than inmates. The mean verbal contact score was expected to be consistently lower for the officer's interactions with inmates when compared to his interactions with prison staff members or officers. Table 8 shows that all 15 officers were consistently more positive in their verbal contact with others than with inmates. The probability of there being no reversals for 15 comparisons based on the binomial expansion was $p < .00003$. (Jenkins and Hatcher, 1971.)

The second assumption stated that the officer would have more personal interactions with persons other than inmates. Table 8 indicates that the officer's personal interactions are consistently higher with persons other than inmates. The probability of two reversals based on the binomial was p<.004. (Jenkins and Hatcher, 1971)

The third assumption stated that the officer would be more positive and congenial in his personal interactions than in his business interactions. Only interactions with persons other than inmates were analyzed since it was felt that the assumption would not hold true with inmates. Many of the officer's contacts with inmates are sarcastic and negative and would likely be coded as personal interactions. The binomial indicated that the officers were consistently more positive in personal interactions as indicated by the data in Table 9. The probability of one reversal and one tie for 15 comparisons was p<.002. (Jenkins and Hatcher, 1971) It appeared that the support for this assumption along with support for the two prior assumptions indicated that data in one category could significantly predict data in other categories indicating a high degree of internal validity.

The fourth assumption was concerned with external validity. It was assumed that if the 3 staff members teaching the 15 officers were well acquainted with the officers they could then rank the officers according to how well each had applied the behavioral principles prior to training. (See Appendix L.) It was expected that the teachers' mean rankings of the officers would significantly correlate with the officers' response score derived from the observation form. A Spearman Rank Order Coefficient computed on the data shown in Table 10 resulted in a coefficient of +.27. This was not strong support for the assumption. The teachers, however, may not have been highly familiar with the opportunities officers had for applying the responses in their job assignments. Also, although an officer may have more capability than another he may not have the same opportunity to show his capability. Little agreement between the teachers for ranking the officers was indicated by Kendall's Coefficient of Concordance value of only .18 (See Appendix L.).

TABLE 8

Percentage of Officer's Interactions Which Were Personal and Verbal Contact Scores for Interactions with Inmates and with Persons Other Than Inmates

Subject	Percentage of Interactions Which Were Personal[a]		Verbal Contact Score	
	With Inmates	With Others	With Inmates	With Others
1.	15	55	1.67	1.73
2.	52	94	1.55	1.88
3.	67	54	1.37	1.58
4.	25	61	1.65	1.86
5.	13	96	1.22	1.96
6.	67	75	1.75	1.96
7.	53	83	1.54	1.75
8.	36	77	1.66	1.94
9.	56	53	1.54	1.79
10.	10	81	1.45	1.83
11.	51	56	1.51	1.64
12.	52	100	1.70	1.95
13.	18	96	1.55	2.00
14.	33	100	1.31	1.83
15.	76	85	1.62	1.73

Note.- Data tabulated from protocols (Columns C, D, and F) of pre-training observations.

Note for Table 8

[a] The remaining percentage of interactions not recorded as personal were related to business matters.

TABLE 9

The Mean Verbal Contact Score for Personal and Business Interactions Computed from 15 Officers' Interactions with Persons Other Than Inmates

Subjects	Type of Interaction	
	Personal	Business
1.	1.89	1.00
2.	1.85	1.50
3.	1.93	1.17
4.	1.96	1.69
5.	2.00	1.75
6.	2.00	1.83
7.	2.00	1.00
8.	1.98	1.81
9.	1.89	1.71.
10.	2.00	1.40
11.	1.83	1.53
12.	1.95	.00
13.	2.00	2.00
14	1.83	.00
15.	1.73	1.75

Note.- Data tabulated from protocols (Columns C and D) of pre-training observations.

TABLE 10

How Well Officer Responded to Inmates According to Rankings Based on Behavioral Observation and Teacher Expectations

Subjects	Officer's Response to Inmate Behavior[a]		
	Based on Index Officer Response Score		Based on How Teachers Felt Officers Responded
	Raw Scores	Ranking of Scores	Ranking of Mean Ranks Three Teachers
1.	.28	10.5	5.5
2.	.26	13	13.5
3.	.58	4	4
4.	.25	14	2
5.	.42	7	10
6.	.44	6	8.5
7.	.35	9	7
8.	.21	15	11
9.	1.05	1	5.5
10.	.37	8	3
11.	.90	2	1
12.	.50	5	8.5
13.	.27	12	13.5
14.	.28	10.5	12
15.	.70	3	15

Notes for Table 10

Note- - Each teacher's ranking for each officer recorded in Appendix L.

[a] Spearman Rank Order Coefficient indicated relationship between rankings based on Behavioral Observation Index and teachers' expectancy were somewhat low (+.27).

VI. Summary

The purpose of this investigation was to develop an observational instrument to assess behavior of correctional officers in a prison setting. A list of inmate behaviors to which the officer could respond was assembled. The most relevant, significant, and most often occurring inmate behaviors were selected. The original list was compiled by observing 30 officers for 6 hours each in various prison settings. The significance of each behavior was rated by three judges having orientations in psychology and corrections. Significance was defined as the importance of the officer's behavior in changing or maintaining the inmate's behavior so that the inmate could live in a free society. The behavior's frequency of occurrence was determined by the officers in charge of 7 prison settings. These judgments aided in developing the final list of 73 inmate behaviors. Six judges with training in psychology and/or corrections then rated each of four basic officer responses to inmate behavior (reinforced, ignored, terminated, and punished) according to the response's effectiveness in modifying each of the 73 inmate behaviors. This procedure established which response was most desirable for each behavior. Agreement between judges and mean ratings for each response were recorded in tables titled Standardized Response Index.

An instrument was then designed for observers to record the officer's behavior. The instrument was developed during 180 hours of observations. Information recorded on the form was: the interaction number, verbal contact (verbal content and tone), type of communication, initiator of interaction, type of person(s) and number involved in interaction, and officer's response to inmate's behavior. The observer recorded behavior according to its presumed effect on the inmate. The observer's purpose was partially revealed to the officer and his participation in interactions was only that thought necessary to maintain rapport. Observer reliability data were collected by two pairs of observers with each pair observing the same officer for two hours in each of three settings where the significant behaviors occurred most frequently (back-gate, living area, and farm). Overall, the reliability coefficients were moderate to high (.47 to .97). One pair of observers achieved higher reliability than the other pair possibly due to the different backgrounds of the observers.

Three assumptions pertaining to internal validity were supported by the data taken from the protocols of pre-training observations of a training class of 15 correctional officers. The assumptions were: an officer's personal interactions with persons other than inmates would be more positive and congenial than his business interactions; the officer's interactions with persons other than inmates would be more positive and congenial than his interactions with inmates; and the officer's interactions with persons other than inmates would be more personal than his interactions with inmates. The officers were also ranked by their response score as computed from the Behavioral Observation Index and then compared with teachers' rankings of how well the teachers felt the officers applied the correct responses. The obtained coefficient (rho=.27) indicated a slight relationship between the two sets of rankings. However, low agreement between the teachers for their rankings of the officers raised questions concerning their basis for ranking.

The Behavioral Observation Index was used following its development to evaluate a training program designed to teach correctional officers the use of behavior modification techniques. Pretest and posttest measures of the officer's behavior in interactions with inmates at the Draper Correctional Center were recorded by an observer.

References

Alger, C. F., Interaction in a committee of the United Nations General Assembly. Midwest Journal of Political Science, 1966, 10, 411-447.

Amidon, E. J. and Flanders, N. A., Interaction analysis as a feedback system. In E. J. Amidon and J. B. Hough (Eds.), Interaction analysis: theory, research and application. Reading, Mass.: Addison-Wesley, 1963.

Bales, R. F., Interaction process analysis. Cambridge: Addison-Wesley, 1950.

Barker, R. G., The stream of behavior as an empirical problem. In R. G. Barker (Ed.), The stream of behavior. New York: Appleton-Century-Crofts, 1963.

Behrens, M. L., The Henry Ittleson Center Family Interaction Scales. Genetic Psychology Monographs, 1969, 80 (2), 203-295.

Bhattacharyya, K. P., A motion and time study experiment: usefulness for redesigning workplace layouts and observer reliability. Journal of Psychological Researches, 1961, 5, 63-69.

Bruning, J. L. and Kintz, B. L., Computational handbook of statistics. Glenview, Ill.: Scott, Foresman and Company, 1968.

Campbell, D. T., Systematic error on the part of human links in communication systems. Information and Control, 1959, 1, 334-369.

Chapple, E. D., Quantative analysis of interaction of individuals. Proceedings of the National Academe of Science, 1939, 25, 58-67.

Ekman, P., Differential communication of affect by head and body cues. Journal of Personality and Social Psychology, 1965, 2, 726-735.

Freedman, M. B., and Leary, T. F., The interpersonal dimension of personality. Journal of Personality, 1951, 20, 143-161.

Jenkins, W. O., and Hatcher, N. C., The design of behavioral experiments. Unpublished manuscript, Auburn University, Auburn, Alabama, 1971.

Kelman, H. C., A time to speak. San Francisco: Jossey-Bass, Inc., 1968.

Landis, M. H., and Burtt, H. E., A study of conversations. Journal of Comparative Psychology, 1924, 4, 81-89.

Leventhal, H., and Sharp, E., Facial expressions as indicators of distress. In S. S. Tomkins and C. E. Izard (Eds.) Affect, cognition, and personality, New York: Springer, 1965.

Mahl, G. F., Disturbances and dilences in the patient's speech in psychotherapy. Journal of Abnormal and Social Psychology, 1956, 53, 1-15.

Mascaro, G. F., Some methodological aspects of systematic categorization of behavior. Perceptual and Motor Skills, 1969, 28, 779-784.

Medley, D. M., and Mitzel, H. E., Measuring classroom behavior by systematic observation. In N. L. Gage (Ed.), Handbook of research on teaching, Chicago: Rand McNally, 1963.

McDavid, J. W., and Harari, H., Methods of research in social psychology. New York: Harper & Row, 1968.

Milan, M., An ecological experiment in corrections. Department of Labor Contract No. 82-01-69-06, Report printed by the Rehabilitation Research Foundation, Elmore, Ala.: 1971.

Inmate rules. Unpublished booklet printed at the Draper Correctional Center, Elmore, Ala.: 1970.

Scheflen, A. E., Communication and regulation in psychotherapy. Psychiatry, 1963, 26, 126-136.

Schoggen, P., Environmental forces in the everyday lives of children. In R. G. Barker (Ed.), The stream of behavior, New York: Appleton-Century-Crofts, 1963.

Sherif, M., and Sherif, C. W., Reference groups; exploration into conformity and deviation of adolescents. New York: Harper and Row, 1964.

Skinner, B. F., Operant behavior. In W. K. Hornig (Ed.), Operant behavior: areas of research and application, New York: Appleton-Century-Crofts, 1966.

Webb, E. J., Campbell, D. T., Schwartz, R. D., and Sechrest, L., Unobtrusive measures: nonreactive research in the social science. Chicago: Rand McNally, 1966.

Weick, K. E., Systematic observation methods. In G. Lindzey and E. Aronson, (Ed.), Handbook of social psychology, (2nd. Ed.), Reading, Mass.: Addison-Wesley, 1968.

APPENDICES
(A - L)

APPENDIX A

Instructions to Judges for Sorting Behaviors According to Significance

Appendix A

Instructions to Judges for Sorting Behaviors According to Significance

Each of the 3X5 cards has a situation written on one side. Sort the deck into four stacks according to their degree of significance. Significance is defined as the importance of changing or maintaining the behavior so the inmate may live and remain in free society. Concentrate on the substance of the behavior disregarding its overall occurrence in the institution. Place the most significant behavior in the stack on the far right, and the most insignificant behavior in the stack on the far left. This is demonstrated below. There is no time limit. Are there any questions regarding your task?

1.	2.	3.	4.
Most insignificant	Somewhat insignificant	Somewhat significant	Most significant

APPENDIX B

Three Judges' Significance Ratings and Mean Ratings for Each of the Original Eighty-Five Behaviors

Appendix B

Three Judges' Significance Ratings and Mean Ratings for Each of The Original Eighty-Five Behaviors

Behavior Number	Behavior	Judge A	Judge B	Judge C	Mean Rating
1.	Inmate performs poorly on job indicating little effort. (Working slow or not fulfilling job requirements)	3	3	2	2.6
2.	After reprimands inmate still performs poorly on the job showing little effort.	4	3	3	3.3
3.	Inmate caught not working. (First time)	3	2	2	2.3
4.	Inmate caught twice on same day not working.	4	3	3	3.3
5.	Inmate late for work without legitimate excuse (First time).	3	2	3	2.6
6.	Inmate late for work without legitimate excuse. (Second time within two weeks)	3	3	4	3.3
7.	Inmate misses back-gate, therefore, completely missing work detail without legitimate excuse.	3	3	4	3.3
8.	Inmate openly refusing to work.	4	3	4	3.6
9.	Inmate complaining about job, asking for transfer.	3	2	2	2.3

Note.- The four levels of significance were: (1) most insignificant, (2) Somewhat insignificant, (3) Somewhat significant, and (4) Most significant.

Appendix B--Continued

Behavior Number	Behavior	Judge A	Judge B	Judge C	Mean Rating
10.	Inmate makes inappropriate comment to officer. (Cussing, arguing, or sarcasm)	4	3	4	3.6
11.	Inmate caught lying to officer.	4	3	2	3.0
12.	Inmate starts horseplay with officer.	3	3	2	2.6
13.	Inmate ignores officer's comments or orders	4	3	4	3.6
14.	Inmate reacts with physical aggression toward officer.	4	4	4	4.0
15.	Inmate makes an inappropriate request. (Ask for cigarette.)	3	2	1	1.3
16.	On the farm an inmate asks for water other than during break period.	2	1	1	1.3
17.	Inmate caught lying to other inmates.	3	3	2	2.6
18.	Inmate caught involved in homosexual act.	4	2	4	3.3
19.	Inmate caught masturbating.	2	1	2	1.6
20.	Inmate wrestling or horseplaying with other inmates inside institution or on work detail.	3	2	3	2.6
21.	Inmates fighting without weapons. (Initiator not known.)	3	3	3	3.0

Appendix B--Continued

Behavior Number	Behavior	Judge A	Judge B	Judge C	Mean Rating
22.	Inmates fighting with weapons. (Initiator not known.)	4	4	4	4.0
23.	Inmate threatening, bullying, or arguing with other inmates without legitimate reason.	3	3	4	3.3
24.	Inmate breaking chow line.	2	2	3	2.3
25.	Inmate caught running in hall. (Inappropriate behavior)	2	3	3	2.6
26.	Inmate hanging around innapropriate area.	2	2	2	2.0
27.	Inmate sitting in hallway.	2	2	1	1.6
28.	Inmate not maintaining single file line as required.	2	3	2	2.3
29.	Inmate wearing inappropriate clothing.	2	2	2	2.0
30.	Inmate doesn't show in designated area when told. (Hospital, staff's office or school)	3	3	3	3.0
31.	Wearing hat indoors.	1	1	2	1.3
32.	Inmate's personal appearance bad. (Needs bath, haircut, shave, or nails clipped.)	2	3	3	2.6
33.	Inmate unnecessarily noisy.	2	3	2	2.3
34.	Inmate caught selling beds. (Inappropriate behavior)	3	4	4	3.6

Appendix B--Continued

Behavior Number	Behavior	Judge A	Judge B	Judge C	Mean Rating
35.	Inmate exchanging beds without permission. (Inappropriate behavior)	3	1	3	2.3
36.	Inmate making effort to escape.	4	4	4	4.0
37.	Evidence is found which indicates inmate is planning an escape.	4	4	4	4.0
38.	Inmate leaves his tray on table in chow hall.	3	2	2	2.3
39.	Inmate tries to replace someone in draw (pay) line.	2	2	3	2.3
40.	Inmate is late for chow without legitimate excuse.	2	2	1	1.6
41.	Inmate keeps dirty living area.	3	3	3	3.0
42.	Inmate caught gambling.	4	3	3	3.3
43.	Inmate caught hotrailing (lookout)	4	2	3	3.0
44.	Inmate defacing or destroying prison or others' property.	4	4	4	4.0
45.	Inmate volunteers for exta work.	4	4	2	3.3
46.	Inmate includes congenial personal comments in business discussions.	4	4	3	3.6
47.	Inmate's efforts facilitate the overall job. (Works fast, does good job or finishes early.)	4	4	1	3.0

Appendix B--Continued

Behavior Number	Behavior	Judge A	Judge B	Judge C	Mean Rating
48.	Inmate not watching where going. (Running into people without apologizing)	3	3	3	3.0
49.	Inmate not at proper place during count. (Prisoners counted three times a day.)	3	3	3	3.0
50.	Prisoner caught littering.	2	3	2	2.3
51.	Inmate caught using another's telephone slip.	3	4	3	3.3
52.	Inmate caught stealing minor objects. (Cigarettes, sheets, blankets, or clothing)	4	4	4	4.0
53.	Inmate caught stealing major objects. (Money, radios, or watches)	4	4	4	4.0
54.	Corruption of coffee shop funds.	4	4	4	4.0
55.	Inmate exercising	3	3	1	2.3
56.	Inmate makes up neat rack or keeps living area clean.	3	3	3	3.0
57.	Inmate's personal appearance good.	3	3	3	3.0
58.	Inmate working on hobby during his free time.	3	4	1	2.6
59.	Inmate initiates bull-session, joke, or personal discussion with officer.	4	4	4	4.0

Appendix B--Continued

Behavior Number	Behavior	Judge A	Judge B	Judge C	Mean Rating
60.	Inmate initiates greeting toward officer.	4	3	1	2.6
61.	Inmate displays respect and manners in interactions with officers.	4	3	4	3.6
62.	Inmate makes request for coffee, paper, water, or something reasonable at proper time.	2	2	1	1.6
63.	Inmate makes request for or appears to need assistance. (Needs more instruction or attention on job.)	3	4	3	3.3
64.	Inmates have supervised wrestling match between work periods.	2	3	3	2.6
65.	Inmate caught with an inappropriate object in institution. (Minor objects - books or magazines)	2	2	4	2.6
66.	Inmate caught with an inappropriate object in institution. (Intermediate objects - alcoholic drinks, tools, or green money)	4	4	4	4.0
67.	Inmate caught with an inappropriate object in institution. (Major objects - weapons or drugs	4	4	4	4.0
68.	Inmate attempting to bring in an inappropriate object; found during search at back-gate. (Minor objects - books and magazines)	2	2	4	2.6

Appendix B--Continued

Behavior Number	Behavior	Judge A	Judge B	Judge C	Mean Rating
69.	Inmate attempting to bring in an inappropriate object; found during search at back-gate. (Intermediate objects - alcoholic drinks, tools or green money)	4	4	4	4.0
70.	Inmate attempting to bring in an inappropriate object; found during search at back-gate. (Major objects - weapons or drugs)	4	4	4	4.0
71.	Inmate volunteers to work for pay. (Offers to give shoe shine)	3	4	2	3.0
72.	Inmate makes request for appropriate personal objects. (Razor blades, bulbs, or sheets)	2	2	1	1.6
73.	Inmate talking about doing or involved in constructive behavior. (Joining clubs, recreation team, school or church)	3	4	3	3.3
74.	Inmate involved in games or bull-sessions with others.	3	3	3	3.0
75.	Inmate informs officer of other inmate's inspppropriate behavior.	4	4	3	3.6
76.	Inmate apologizes for running into officer in hall or other areas.	3	4	3	3.3
77.	Inmate reading, writing, watching TV, or listening to radio.	3	3	2	2.6
78.	Inmate has legitimate complaint, asks to go to hospital.	3	3	2	2.6

Appendix B--Continued

Behavior Number	Behavior	Judge			Mean Rating
		A	B	C	
79.	Inmate sleeping-in on Sunday morning. (Appropriate behavior)	1	1	4	2.0
80.	Inmate is found to have not complied with an earlier reprimand or order. Examples: (1) Living area still dirty (2) Still wearing inappropriate clothing (3) Personal appearance still bad.	3	3	3	3.0
81.	Inmate comments about his own appropriate behavior. (Brags on a new haircut.)	4	4	2	3.3
82.	Inmate acts suspicious as if having an inappropriate object in institution.	3	2	2	2.3
83.	Inmate found to be continuing inappropriate behaviors after an earlier reprimand on same day. Examples: (1) Threatening or bullying other inmates (2) Sitting in hallway (3) Running in hallway (4) Wearing hat indoors (5) Littering (6) Hanging around inappropriate area (7) Wrestling or horseplay (8) Unnecessarily noisy	3	3	3	3.0

Appendix B--Continued

Behavior Number	Behavior	Judge A	Judge B	Judge C	Mean Rating
84.	Inmate making excuses to get clothes out of clothes room while room is closed. No legitimate reason.	3	3	2	2.6
85.	Inmate trying to obtain an inappropriate privilege. (Trying to get into inappropriate area without legitimate reason)	3	3	2	2.6

APPENDIX C

Standardized Response Index

Appendix C

Standardized Response Index

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC[a] for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
1.	2.6	Inmate performs poorly on job indicating little effort (Working slow or not fulfilling job requirements).	.69	Reinforced 0.00 Ignored 0.83 Terminated 1.62 Punished 0.93
2.	3.3	After reprimands inmate still performs poorly on the job showing little effort.	.65	Reinforced 0.05 Ignored 0.77 Terminated 1.57 Punished 1.12
3.	2.3	Inmate caught not working. (First time)	.73	Reinforced 0.03 Ignored 1.12 Terminated 1.68 Punished 0.65
4.	3.3	Inmate caught twice on same day not working.	.66	Reinforced 0.00 Ignored 0.47 Terminated 1.88 Punished 1.05

[a] Kendall's Coefficient of Concordance

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
5.	2.6	Inmate late for work without legitimate excuse. (First time)	.69	Reinforced 0.02 Ignored 1.07 Terminated 1.85 Punished 1.07
6.	3.3	Inmate late for work without legitimate excuse. (Second time within two weeks)	.74	Reinforced 0.03 Ignored 0.67 Terminated 1.78 Punished 1.52
7.	3.3	Inmate misses back-gate, therefore, completely missing work detail without legitimate excuse.	.70	Reinforced 0.00 Ignored 0.40 Terminated 1.85 Punished 1.12
8.	3.6	Inmate openly refusing to work.	.74	Reinforced 0.02 Ignored 0.47 Terminated 1.77 Punished 1.38

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
9.	2.3	Inmate complaining about job, asking for transfer.	.70	Reinforced 0.07 Ignored 1.73 Terminated 1.48 Punished 0.50
10.	3.6	Inmate makes inappropriate comment to Officer. (Cussing, arguing, or sarcasm)	.67	Reinforced 0.08 Ignored 1.10 Terminated 1.92 Punished 0.95
11.	3.0	Inmate caught lying to Officer.	.81	Reinforced 0.05 Ignored 0.43 Terminated 1.93 Punished 1.08
12.	2.6	Inmate starts horseplay with Officer.	.79	Reinforced 0.05 Ignored 1.02 Terminated 1.65 Punished 0.65

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
13.	3.6	Inmate ignores Officer's comments or orders.	.72	Reinforced 0.05 Ignored 0.68 Terminated 1.90 Punished 0.78
14.	4.0	Inmate reacts with physical aggression toward Officer.	.60	Reinforced 0.05 Ignored 0.30 Terminated 1.63 Punished 1.62
15.[a]	(1) 2.0 (2) 1.3	(1) Inmate makes an inappro-request (Asks for cigarette) (2) On farm, an inmate asks for water, not during "break."	.82	Reinforced 0.10 Ignored 1.87 Terminated 1.38 Punished 0.35
17.	2.6	Inmate caught lying to other inmates.	.87	Reinforced 0.02 Ignored 1.50 Terminated 1.48 Punished 0.52

[a] The two behaviors in this item were combined due to their relevance and low significance rating.

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
18.	3.3	Inmate caught involved in homosexual act.	.76	Reinforced 0.03 Ignored 0.78 Terminated 1.83 Punished 0.88
20.	2.6	Inmate wrestling or horseplaying with other inmates inside institution or on work detail.	.79	Reinforced 0.08 Ignored 0.83 Terminated 1.87 Punished 0.62
21.	3.0	Inmates fighting without weapons. (Initiator not known)	.78	Reinforced 0.05 Ignored 0.52 Terminated 1.90 Punished 0.88
22.	4.0	Inmates fighting with weapons. (Initiator not known)	.77	Reinforced 0.00 Ignored 0.25 Terminated 1.83 Punished 1.45

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
23.	3.3	Inmate threatening, bullying, or arguing with other inmates without legitimate reason.	.86	Reinforced 0.00 Ignored 0.95 Terminated 2.00 Punished 1.17
24.	2.3	Inmate breaking chow line.	.91	Reinforced 0.02 Ignored 0.62 Terminated 1.97 Punished 1.00
25.	2.6	Inmate caught running in hall.	.80	Reinforced 0.03 Ignored 0.72 Terminated 1.98 Punished 0.78
26.	2.0	Inmate hanging around inappropriate area.	.86	Reinforced 0.02 Ignored 0.77 Terminated 2.00 Punished 0.83

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
27.[b]	(1) 1.3 (2) 2.3 (3) 2.0 (4) 2.3 (5) 1.6 (6) 2.3	Inmate involved in inappropriate behavior. Examples: (1) Wearing hat indoors (2) Littering (3) Wearing inappropriate clothing (4) Not maintaining single or proper line. (5) Sitting in hallway (6) Unnecessarily noisy	.76	Reinforced 0.02 Ignored 1.67 Terminated 1.75 Punished 0.72
30.	3.0	Inmate doesn't show in designated area when told. (Hospital, Staff's office, or school)	.76	Reinforced 0.02 Ignored 0.68 Terminated 1.83 Punished 0.97

[b] The behaviors in this item were combined here due to their low significance ratings.

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
32.	2.6	Personal appearance bad. (Needs bath, haircut, shave or nails clipped)	.81	Reinforced 0.03 Ignored 0.85 Terminated 1.97 Punished 0.78
34.	3.6	Inmate caught selling beds. (Inappropriate behavior)	.89	Reinforced 0.00 Ignored 0.52 Terminated 1.93 Punished 1.10
35.	2.3	Inmate exchanging beds without permission. (Inappropriate behavior)	.81	Reinforced 0.02 Ignored 0.52 Terminated 1.95 Punished 0.85
36.	4.0	Inmate making effort to escape.	.87	Reinforced 0.00 Ignored 0.28 Terminated 1.80 Punished 1.42

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
37.	4.0	Evidence is found which indicates inmate is planning an escape.	.76	Reinforced 0.02 Ignored 0.42 Terminated 1.90 Punished 1.12
38.	2.3	Inmate leaves his tray on table in chow hall.	.83	Reinforced 0.08 Ignored 0.75 Terminated 1.90 Punished 0.57
39.	2.3	Inmate tries to replace someone in 'draw' line. (Pay line)	.81	Reinforced 0.02 Ignored 0.70 Terminated 1.90 Punished 1.35
40.	1.6	Inmate is late for chow without legitimate excuse.	.73	Reinforced 0.00 Ignored 1.67 Terminated 1.85 Punished 0.97

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
41.	3.0	Inmate keeps dirty living area.	.81	Reinforced 0.00 Ignored 0.85 Terminated 1.90 Punished 0.93
42.	(1) 3.3 (2) 3.0	Inmate caught (1) gambling or (2) 'hot railing' (lookout).	.76	Reinforced 0.03 Ignored 1.67 Terminated 1.88 Punished 0.93
44.	4.0	Inmate defacing or destroying prison or others' property.	.78	Reinforced 0.05 Ignored 0.50 Terminated 1.87 Punished 1.35
45.	3.3	Inmate volunteers for extra work.	.88	Reinforced 1.98 Ignored 0.75 Terminated 0.40 Punished 0.03

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
46.	3.6	Inmate includes congenial personal comments in business discussions.	.93	Reinforced 1.93 Ignored 0.82 Terminated 0.23 Punished 0.00
47.	3.0	Inmate's efforts facilitate the overall job. (Works fast, does good job or finishes early.)	.89	Reinforced 2.00 Ignored 0.95 Terminated 0.25 Punished 0.03
48.	3.0	Inmate not watching where going. (Running into people without apologizing)	.78	Reinforced 0.00 Ignored 1.17 Terminated 1.90 Punished 0.95
49.	3.0	Inmate not at proper place during 'count'. (Prisoners counted three times a day.)	.72	Reinforced 0.07 Ignored 0.75 Terminated 1.87 Punished 1.00

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
51.	3.3	Inmate caught using another's telephone slip.	.75	Reinforced 0.03 Ignored 0.57 Terminated 1.87 Punished 1.05
52.	4.0	Inmate caught stealing minor objects. (Cigarettes, sheets, blankets, or clothes)	.90	Reinforced 0.00 Ignored 0.33 Terminated 1.75 Punished 1.35
53.	4.0	Inmate caught stealing major objects. (Money, radio or watches)	.74	Reinforced 0.00 Ignored 0.27 Terminated 1.78 Punished 1.38
55.	2.3	Inmate exercising.	.91	Reinforced 1.90 Ignored 1.15 Terminated 0.30 Punished 0.00

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
56.	3.0	Inmate makes-up neat rack or keeps living area clean.	.94	Reinforced 1.92 Ignored 0.82 Terminated 0.25 Punished 0.03
57.	3.0	Inmate's personal appearance good.	.94	Reinforced 1.92 Ignored 0.92 Terminated 0.28 Punished 0.05
58.	2.6	Inmate working on hobby during his free time.	.94	Reinforced 1.95 Ignored 1.18 Terminated 0.27 Punished 0.02
59.	4.0	Inmate initiates bull-session, joke or personal discussion with officer.	.66	Reinforced 1.80 Ignored 0.77 Terminated 0.68 Punished 0.05

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
60.	2.6	Inmate initiates greeting to officer.	1.00	Reinforced 2.00 Ignored 0.80 Terminated 0.33 Punished 0.00
61.[d]	(1) 3.6 (2) 3.3	(1) Inmate shows respect and manners in interactions with officers. (Offers coffee or (2) apologizes for bumping officer in hall)	.83	Reinforced 2.00 Ignored 0.63 Terminated 0.53 Punished 0.05
63.	3.3	Inmate makes request for or appears to need assistance. (Needs more instructions or attention on job.)	.94	Reinforced 1.73 Ignored 0.67 Terminated 0.48 Punished 0.03
65.	2.6	Inmate caught with an inappropriate object in institution. (Minor objects - books or magazines)	.94	Reinforced 0.00 Ignored 1.15 Terminated 1.82 Punished 0.57

[d] The behaviors in this item were combined due to their related content and their similar significance ratings.

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
66.	4.0	Inmate caught with inappropriate object in institution. (Intermediate objects: alcoholic drinks, tools or green money)	.84	Reinforced 0.00 Ignored 0.70 Terminated 1.90 Punished 1.13
67.	4.0	Inmate caught with inappropriate object in institution. (Major objects: weapons or drugs)	.75	Reinforced 0.00 Ignored 0.50 Terminated 1.78 Punished 1.52
68.	2.6	Inmate attempting to bring in an inappropriate object. Found during search at backgate. (Minor objects: Books and magazines)	.87	Reinforced 0.00 Ignored 0.88 Terminated 2.00 Punished 0.62
69.	4.0	Inmate attempting to bring in an inappropriate object. Found during search at backgate. (Intermediate objects: alcoholic drinks,tools,money)	.83	Reinforced 0.05 Ignored 0.47 Terminated 1.90 Punished 1.05

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
70.	4.0	Inmate attempting to bring in an inappropriate object. Found during search at backgate. (Major objects: weapons or drugs)	.84	Reinforced 0.02 Ignored 0.33 Terminated 1.73 Punished 1.52
71.	3.0	Inmate volunteers to work for pay. (Offers to give shoe shine.)	.97	Reinforced 1.92 Ignored 0.90 Terminated 0.27 Punished 0.02
72.	1.6	Inmate asks for appropriate personal object. (Razor blades, bulbs, or sheets)	.88	Reinforced 1.97 Ignored 0.82 Terminated 0.28 Punished 0.02
73.	3.3	Inmate talks of doing or involved in constructive behavior. (Joining clubs, church, recreation team, or school)	.93	Reinforced 1.93 Ignored 0.75 Terminated 0.23 Punished 0.07

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
74.	3.0	Inmate involved in games or bull sessions with others.	.83	Reinforced 1.72 Ignored 1.42 Terminated 0.25 Punished 0.05
75.	3.6	Inmate informs officer of other inmate's inappropriate behavior.	.78	Reinforced 1.75 Ignored 1.20 Terminated 0.77 Punished 0.02
78.	2.6	Inmate has legitimate complaint; asks to go to hospital.	.83	Reinforced 1.78 Ignored 0.52 Terminated 0.52 Punished 0.00
79.	2.0	Inmate sleeping-in on Sunday morning. (Appropriate behavior)	.74	Reinforced 0.82 Ignored 2.00 Terminated 0.33 Punished 0.27

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
80.[e]	(1) 3.0 (2) 2.0 (3) 2.6	Inmate is found to have not complied with an earlier reprimand or order. Examples: (1) Living area still dirty (2) Still wearing inappropriate clothing (3) Personal appearance still bad.	.76	Reinforced 0.05 Ignored 0.42 Terminated 1.90 Punished 1.15
81.	3.3	Inmate comments about his own appropriate behavior. (Brags on a new haircut.)	.70	Reinforced 1.63 Ignored 1.13 Terminated 0.80 Punished 0.02

---

[e] The behaviors in this item were combined due to their indication of lack of effort.

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
83.[f]	(1) 3.3 (2) 1.6 (3) 2.6 (4) 1.3 (5) 2.3 (6) 2.0 (7) 2.6 (8) 2.0	Inmate found to be continuing inappropriate behaviors after an earlier reprimand on same day. Examples: (1) Threatening or bullying other inmates (2) Sitting in hallway (3) Running in hallway (4) Wearing hat indoors (5) Littering (6) Hanging around inappropriate area. (7) Wrestling or horseplay (8) Unnecessarily noisy	.73	Reinforced 0.03 Ignored 0.48 Terminated 1.58 Punished 1.45

---

[f] The behaviors in this item were combined due to their habitual nature.

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
85.	2.6	Inmate trying to obtain an inappropriate privilege. (Trying to get into inappropriate area without legitimate reason)	.70	Reinforced 0.10 Ignored 1.18 Terminated 1.75 Punished 0.80
86.[g]	-	Inmate starts fight with others. (Uses weapons.)	.68	Reinforced 0.02 Ignored 0.23 Terminated 1.68 Punished 1.53
89.[h]	-	Inmate starts fight with others. (No weapons)	.73	Reinforced 0.00 Ignored 0.37 Terminated 1.83 Punished 1.28

[g] This item was an addition to the Index, its significance rating was expected to be high due to its close relationship to item 22.

[h] This item was an addition to the Index, its significance rating was expected to be high due to its close relationship to item 21.

Appendix C--Continued

Behavior Number	Significance Rating (Mean of 3 Judges; See Appendix C)	Behavior Content	Reliability (KCC for 6 Judges; See Appendix G)	Response Score (Mean Rating for 6 Judges; See Appendix G)
90.[i]	(1) 2.3 (2) 2.3 (3) 4.0	Inmate is found to be continuing inappropriate behavior after an earlier reprimand on same day. Examples: (1) Breaks chow line. (2) Leaves tray on table in chow hall. (3) Destroying property.	.70	Reinforced 0.00 Ignored 0.60 Terminated 1.80 Punished 1.25

---

[i] The behaviors in this item were combined due to their deliberate nature.

APPENDIX D

Definition of Terms

APPENDIX D

Definition of Terms

Definitions Relating to Inmate Behavior

Appropriate behavior. Behavior which indicates cooperation with prison policies, other inmates and Correctional Officers.

Examples: (1) Respecting another's place in line.
(2) Doing extra work.
(3) Doing what he is told.

Inappropriate behavior. Behavior which is counter to prison policies. Also impatient and troublesome behavior.

Examples: (1) Bullying other inmates.
(2) Hindering the over-all effort to finish a job.
(3) Breaking into a line.

Definitions Relating to Officers' Behavior

Withheld. Refers to officer not giving the inmate either reward or punishment.

Give. Refers to officer paying attention to inmate by giving something that is desirable or undesirable.

Desirable Action. That which is wanted and is reinforcing for the inmate.

Examples: (1) Smiles, nods, verbal approval, rest, extra phone calls, allowing inmate to eat first, and other actions giving him comfort or privileges.

Undesirable Action. That which is not wanted by the inmate and is aversive to him.

Examples: (1) Frowns, sharp gestures, verbal disapproval, harsh commands, making inmate eat last, deflating status, and imposing restrictions.

APPENDIX E

Explanation of Behavioral Principles

APPENDIX E

Explanation of Behavioral Principles

The following categories describe how the inmate's behavior was handled by the officer. Appropriate behavior is consistent or in agreement with prison policies. Inappropriate behavior is inconsistent or in disagreeement with prison policies.

Principles applied to appropriate behavior

Reinforced (R). The inmate receives something from the officer that is rewarding to him.

Examples: (1) Officer returns inmate's greeting.
(2) Officer responds after inmate initiates discussion or joke.
(3) Officer gives attention and makes effort to answer inmate's request.
(4) Officer expresses thanks or praises inmate for his action.

Ignored (I). Inmate is ignored by officer. (Ignoring possibly extinguishes behavior.)

Examples: (1) Officer does not return a greeting.
(2) Officer does not react to appropriate behavior.
(3) Inmate is ignored by officer after doing good job.

Punished (P). Although the inmate's behavior was appropriate, some type of disciplinary action was taken.

Examples: (1) Inmate stops fight between two other inmates, but is put in isolation or his privileges are removed.
(2) Inmate does good job and finishes early but is reprimanded or given extra work.

Terminated (T). Threats or actions which stop appropriate behavior.

Examples: (1) Officer threatens and stops inmate who shows interest in job by helping others, therefore, minimizing his interest.
(2) For no reason, officer wakes inmate who is sleeping-in on Sunday morning. (Action terminates appropriate behavior.)

Principles Applied to Inappropriate Behavior

Reinforced (R). Inappropriate behavior is reinforced.

Examples: (1) Officer lets line-breakers eat first.
(2) Officer fulfills inmate request for free-world medicine or sex books.

Ignored (I). Inappropriate behavior is ignored.

Examples: (1) Officer ignores inmate's sarcasm.
(2) Officer ignores inmate sitting down while the other inmates are working.

Punished (P). Officer does something aversive to the inmate for inappropriate behavior.

Examples: (1) Inmate is put in isolation for fighting.

(2) Inmate cuts up in chow-line and is made to eat last.

(3) Officer sends inmate to disciplinary court for ignoring his orders.

Terminated (T). Threats or actions which stop inappropriate behavior.

Examples: (1) Officer snaps finger and motions line against wall.

(2) Officer reprimands and takes inappropriate object from inmate.

(3) Officer reprimands and stops an inappropriate act such as cussing or not working on job.

APPENDIX F

Instructions to Judges for Rating the Behavioral Situations

APPENDIX F

Instructions to Judges for Rating the Behavioral Situations

In order to make a valid and reliable assessment of an officer's behavior in behavioral settings with inmates we need your cooperation and assistance. The following ratings will be made by two prison officials, two prison psychologists and two psychologists at Auburn University.

There is no specific time required so make the best possible evaluation for each situation. In order to make an evaluation of possible changes in an officer's behavior as a result of training, we need to obtain a mean weight or value for each principle (response) an officer might use in his interactions with an inmate. Your patience and help will be greatly appreciated.

Read the definitions and examples for the behavioral responses on the attached pages before continuing to the weighting form.[1] After completing your reading, study each of the situations described and rank the response according to merit and appropriateness in maintaining or bringing about desired change in an inmate's behavior. You will then draw a line from the statement of the response to the point on the continuum that from your view represents the value the response should be weighted. Its weight refers to its over-all relative effectiveness for modifying the specified behavior.

---

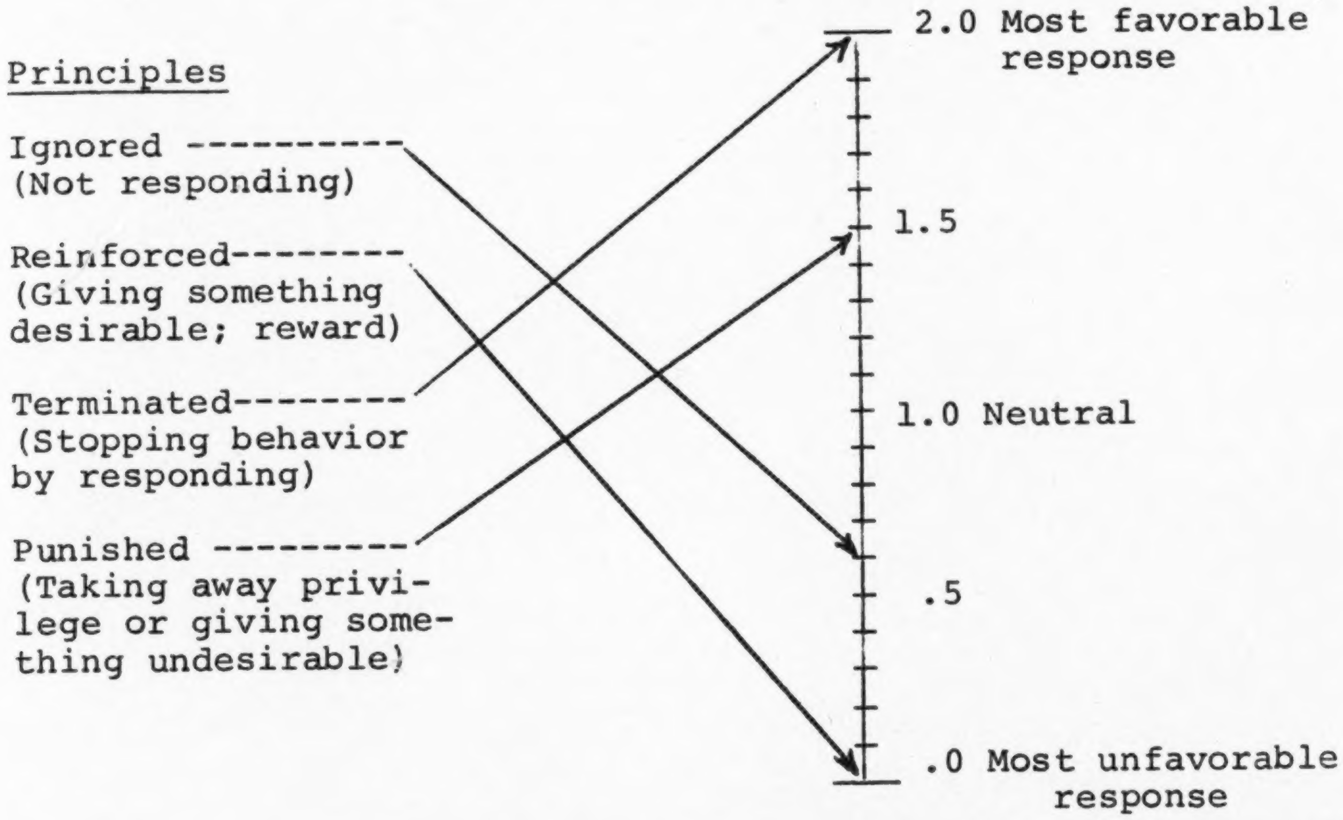
[1] Pages which were presented to the judges along with the form can be found in Appendices D and E.

If interrupted before finishing, review several of your previous evaluations to re-establish your evaluation set before continuing.

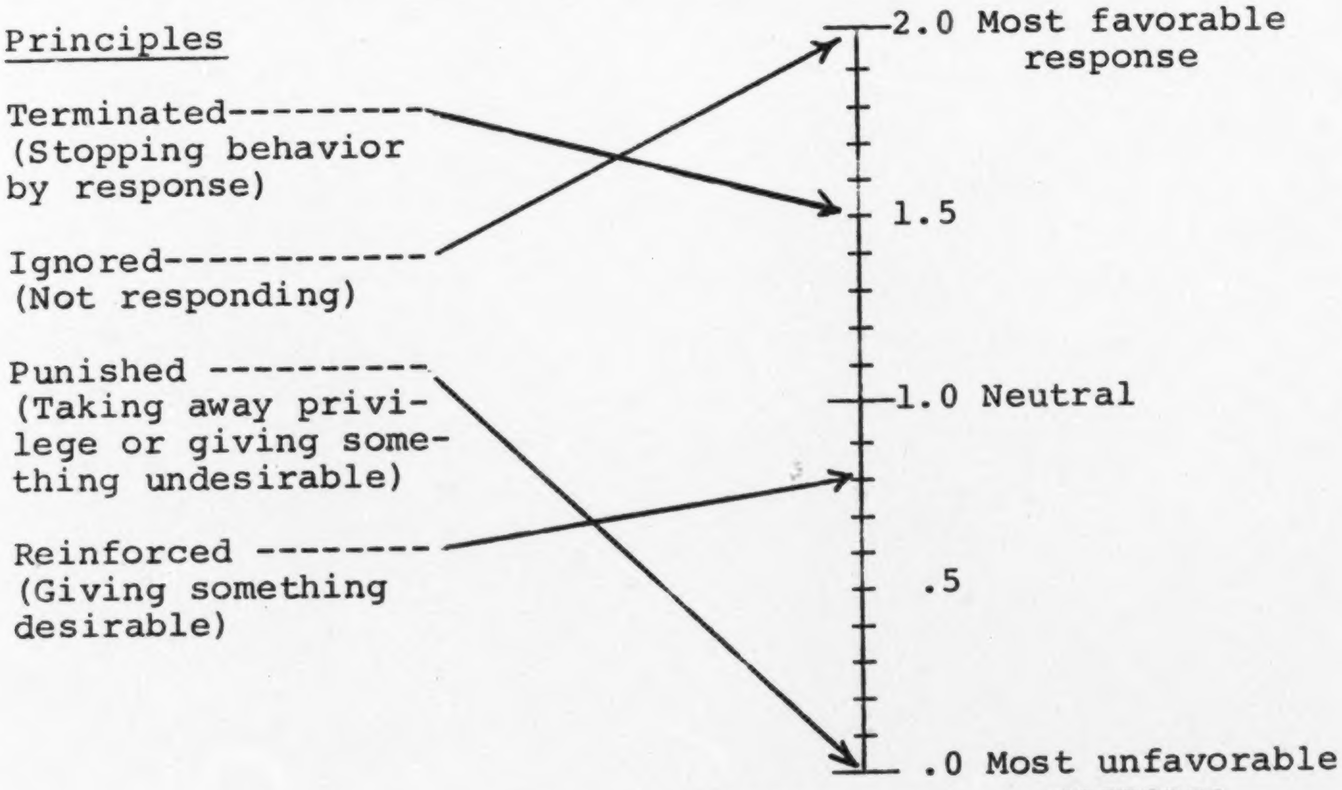
Are there any questions regarding your task?

Examples Given to Judges.

Situation A. Inmate throws food on the floor in chow-hall.


Principles
Ignored
(Not responding)
Reinforced
(Giving something desirable; reward)
Terminated
(Stopping behavior by responding)
Punished
(Taking away privilege or giving something undesirable)
2.0 Most favorable response
1.5
1.0 Neutral
.5
.0 Most unfavorable response

Situation B. Inmate caught masturbating.


Principles
Terminated
(Stopping behavior by response)
Ignored
(Not responding)
Punished
(Taking away privilege or giving something undesirable)
Reinforced
(Giving something desirable)
2.0 Most favorable response
1.5
1.0 Neutral
.5
.0 Most unfavorable response

APPENDIX G

Individual Ratings by Six Judges for Each Response for Each Behavior

APPENDIX G

Individual Ratings by Six Judges for Each Response for Each Behavior[1]

Behavior Number	Response	Judges A	B	C	D	E	F
1	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	2.0	.7	1.0	.1	.7	.5
	Terminated	.4	1.9	2.0	2.0	1.4	2.0
	Punished	.1	1.4	1.6	.7	1.8	.0
2	Reinforced	.1	.1	.1	.0	.0	.0
	Ignored	1.9	.7	1.0	.3	.3	.4
	Terminated	1.4	1.5	1.5	2.0	1.0	2.0
	Punished	.2	1.9	1.9	.9	1.8	.0
3	Reinforced	.0	.0	.1	.0	.0	.1
	Ignored	.3	2.0	1.5	.5	1.4	1.0
	Terminated	2.0	1.3	2.0	1.9	1.9	2.0
	Punished	.0	.6	1.0	.7	1.6	.0
4	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.4	.6	1.1	.1	.1	.5
	Terminated	2.0	2.0	1.6	2.0	1.7	2.0
	Punished	.0	1.5	2.0	.8	2.0	.0
5	Reinforced	.0	.1	.0	.0	.0	.0
	Ignored	1.1	.9	1.1	1.4	.9	1.0
	Terminated	1.9	1.5	2.0	2.0	1.7	2.0
	Punished	.4	2.0	1.5	.7	1.8	.0

[1] For Behaviors see Appendix B.

Behavior Number	Response	Judges					
		A	B	C	D	E	F
6	Reinforced	.0	.1	.1	.0	.0	.0
	Ignored	.6	1.0	1.0	.5	.4	.5
	Terminated	2.0	1.5	1.5	2.0	1.7	2.0
	Punished	1.8	2.0	2.0	1.3	2.0	.0
7	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.4	.7	.9	.2	.2	.0
	Terminated	2.0	1.9	1.6	1.9	1.7	2.0
	Punished	.2	1.6	2.0	.9	2.0	.0
8	Reinforced	.0	.0	.0	.0	.0	.1
	Ignored	.4	.5	.6	.4	.4	.5
	Terminated	2.0	1.4	1.6	2.0	1.6	2.0
	Punished	.8	2.0	2.0	1.4	2.0	.1
9	Reinforced	.0	.2	.1	.0	.0	.1
	Ignored	1.9	1.8	1.5	1.7	2.0	1.5
	Terminated	.0	1.4	2.0	2.0	1.5	2.0
	Punished	.0	.7	1.0	.4	.9	.0
10	Reinforced	.0	.4	.1	.0	.0	.0
	Ignored	1.5	.7	1.0	.3	1.6	1.5
	Terminated	2.0	2.0	1.5	2.0	2.0	2.0
	Punished	1.0	.0	1.9	1.0	1.8	.0

Behavior Number	Response	Judges					
		A	B	C	D	E	F
11	Reinforced	.0	.0	.2	.0	.1	.0
	Ignored	.4	.7	.5	.2	.3	.5
	Terminated	2.0	1.9	2.0	1.8	1.9	2.0
	Punished	.8	1.4	1.5	.8	2.0	.0
12	Reinforced	.0	.1	.2	.0	.0	.0
	Ignored	2.0	1.3	1.0	.9	.4	.5
	Terminated	.5	1.9	2.0	2.0	2.0	1.5
	Punished	.3	.8	1.5	.2	1.1	.0
13	Reinforced	.0	.1	.1	.0	.0	.1
	Ignored	.2	.6	1.5	.7	.6	.5
	Terminated	2.0	1.4	2.0	2.0	2.0	2.0
	Punished	.1	1.9	.5	.5	1.7	.0
14	Reinforced	.0	.1	.1	.0	.0	.1
	Ignored	.5	.6	.4	.2	.0	.1
	Terminated	1.4	1.6	1.5	2.0	1.3	2.0
	Punished	2.0	2.0	2.0	1.7	2.0	.0
15	Reinforced	.0	.0	.5	.0	.0	.1
	Ignored	2.0	1.9	2.0	1.8	2.0	1.5
	Terminated	.3	.9	1.6	1.9	1.6	2.0
	Punished	.1	.2	.0	.9	.9	.0

Behavior Number	Response	Judges A	B	C	D	E	F
17	Reinforced	.0	.1	.0	.0	.0	.0
	Ignored	2.0	1.9	1.5	1.6	1.5	.5
	Terminated	.2	1.4	2.0	1.8	1.5	2.0
	Punished	.1	.7	1.0	.3	1.0	.0
18	Reinforced	.0	.0	.1	.1	.0	.0
	Ignored	.4	1.4	.5	.4	1.0	1.0
	Terminated	2.0	1.9	1.5	1.9	1.9	1.8
	Punished	.3	.6	1.9	1.0	1.5	.0
20	Reinforced	.0	.0	.4	.0	.1	.0
	Ignored	.7	2.0	1.0	.5	.3	.5
	Terminated	1.9	1.6	2.0	2.0	1.7	2.0
	Punished	.1	.8	1.6	.4	.8	.0
21	Reinforced	.0	.1	.2	.0	.0	.0
	Ignored	.2	.7	.5	.4	.8	.5
	Terminated	2.0	1.9	1.5	2.0	2.0	2.0
	Punished	.2	1.3	2.0	.4	1.4	.0
22	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.1	.6	.5	.2	.1	.0
	Terminated	2.0	1.5	1.5	2.0	2.0	2.0
	Punished	1.8	2.0	2.0	1.2	1.7	.0

Behavior Number	Response	Judges A	 B	 C	 D	 E	 F
23	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	1.4	.7	.5	1.2	.9	1.0
	Terminated	2.0	2.0	2.0	2.0	2.0	2.0
	Punished	.6	1.5	1.6	1.7	1.6	.0
24	Reinforced	.0	.0	.1	.0	.0	.0
	Ignored	1.1	.6	1.0	.3	.2	.5
	Terminated	2.0	2.0	1.9	2.0	2.0	1.9
	Punished	.8	1.3	1.5	.9	1.4	.1
25	Reinforced	.1	.0	.1	.0	.0	.0
	Ignored	.7	1.3	.6	.1	.6	1.0
	Terminated	2.0	2.0	2.0	2.0	1.9	2.0
	Punished	.3	.6	1.5	.4	1.9	.0
26	Reinforced	.0	.1	.0	.0	.0	.0
	Ignored	.7	.9	1.0	.3	.7	1.0
	Terminated	2.0	2.0	2.0	2.0	2.0	2.0
	Punished	.4	1.2	1.6	.6	1.2	.0
27	Reinforced	.0	.0	.0	.0	.0	.1
	Ignored	1.1	1.9	1.0	.9	1.0	.5
	Terminated	2.0	1.3	2.0	2.0	1.8	1.4
	Punished	.4	.5	1.6	.3	1.5	.0

Behavior Number	Response	Judges A	B	C	D	E	F
30	Reinforced	.0	.0	.0	.1	.0	.0
	Ignored	1.0	1.1	1.0	.5	.5	.0
	Terminated	2.0	2.0	2.0	2.0	1.0	2.0
	Punished	.4	1.7	1.5	.9	1.3	.0
32	Reinforced	.0	.0	.0	.1	.0	.1
	Ignored	.4	.7	.9	.8	.8	1.5
	Terminated	2.0	2.0	2.0	2.0	1.8	2.0
	Punished	.1	1.5	1.6	.4	1.1	.0
34	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.6	.7	1.0	.2	.5	.1
	Terminated	1.9	1.9	2.0	1.9	1.9	2.0
	Punished	1.1	1.3	1.5	1.1	1.6	.0
35	Reinforced	.1	.0	.0	.0	.0	.0
	Ignored	.6	.7	.5	.9	.4	.0
	Terminated	2.0	1.9	1.9	2.0	1.9	2.0
	Punished	.3	1.2	1.5	.5	1.6	.0
36	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.2	.6	.5	.3	.1	.0
	Terminated	1.5	2.0	1.6	2.0	1.7	2.0
	Punished	2.0	1.4	1.9	1.2	1.9	.1

Behavior Number	Response	Judges					
		A	B	C	D	E	F
37	Reinforced	.0	.0	.1	.0	.0	.0
	Ignored	.9	.7	.5	.1	.3	.0
	Terminated	2.0	2.0	1.5	2.0	2.0	1.9
	Punished	.4	1.4	2.0	1.0	1.9	.0
38	Reinforced	.0	.1	.2	.0	.0	.2
	Ignored	.6	.9	1.0	.8	.7	.5
	Terminated	1.9	2.0	1.8	1.8	2.0	1.9
	Punished	.1	1.4	.6	.3	1.0	.0
39	Reinforced	.0	.1	.0	.0	.0	.0
	Ignored	.3	1.2	1.0	.4	.3	1.0
	Terminated	1.5	1.9	2.0	2.0	2.0	2.0
	Punished	1.0	1.4	1.5	1.6	1.6	.0
40	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	1.3	.6	1.1	1.9	1.0	.5
	Terminated	2.0	1.9	1.9	1.8	1.5	2.0
	Punished	.2	1.3	1.5	.7	2.0	.1
41	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.8	.7	.7	.4	1.0	1.5
	Terminated	2.0	2.0	1.9	2.0	2.0	1.5
	Punished	.1	1.4	1.5	1.0	1.6	.0

Behavior Number	Response	Judges A	B	C	D	E	F
42	Reinforced	.0	.2	.0	.0	.0	.0
	Ignored	.9	1.9	.9	.8	1.0	.9
	Terminated	2.0	1.3	2.0	2.0	2.0	2.0
	Punished	.2	.7	1.6	1.5	1.5	.0
44	Reinforced	.0	.2	.1	.0	.0	.0
	Ignored	.7	1.5	.6	.1	.1	.0
	Terminated	2.0	1.7	1.5	2.0	2.0	2.0
	Punished	.4	1.9	2.0	2.0	2.0	.1
45	Reinforced	2.0	2.0	2.0	2.0	2.0	1.9
	Ignored	.2	1.3	1.6	.8	.8	.0
	Terminated	.1	.6	.9	.4	.4	.0
	Punished	.0	.1	.0	.0	.0	.0
46	Reinforced	2.0	2.0	2.0	2.0	2.0	2.0
	Ignored	.3	1.0	1.0	.7	.7	1.5
	Terminated	.0	.4	.5	.5	.5	.0
	Punished	.0	.0	.0	.0	.0	.0
47	Reinforced	2.0	2.0	2.0	2.0	2.0	2.0
	Ignored	.8	1.5	1.5	.8	.8	.1
	Terminated	.1	.5	.5	.1	.1	.0
	Punished	.0	.1	.1	.0	.0	.1

Behavior Number	Response	Judges					
		A	B	C	D	E	F
48	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	2.0	.6	.9	1.0	1.0	1.5
	Terminated	1.4	2.0	2.0	2.0	2.0	2.0
	Punished	.9	1.4	1.5	1.0	.9	.0
49	Reinforced	.0	.3	.0	.0	.0	.1
	Ignored	.8	.8	1.1	.6	.7	.5
	Terminated	2.0	1.4	2.0	2.0	1.8	2.0
	Punished	.3	1.9	1.5	.8	1.5	.0
51	Reinforced	.0	.0	.1	.0	.0	.1
	Ignored	.2	1.3	.9	.7	.3	.0
	Terminated	2.0	1.9	1.5	1.9	1.9	2.0
	Punished	.7	.9	1.9	1.0	1.7	.1
52	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.2	.7	.5	.1	.4	.1
	Terminated	2.0	1.5	1.5	2.0	1.5	2.0
	Punished	1.0	2.0	2.0	.9	2.0	.2
53	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.2	.6	.5	.2	.1	.0
	Terminated	2.0	1.5	1.5	2.0	1.7	2.0
	Punished	1.5	2.0	2.0	.8	2.0	.0

Behavior Number	Response	Judges					
		A	B	C	D	E	F
55	Reinforced	1.4	2.0	2.0	2.0	2.0	2.0
	Ignored	2.0	1.3	1.0	.6	1.0	1.0
	Terminated	.1	.8	.4	.1	.4	.0
	Punished	.0	.0	.0	.0	.0	.0
56	Reinforced	1.9	1.8	1.9	1.9	2.0	2.0
	Ignored	.3	.9	1.0	1.3	.9	.5
	Terminated	.1	.5	.4	.0	.5	.0
	Punished	.0	.1	.1	.0	.0	.0
57	Reinforced	1.8	1.9	1.8	2.0	2.0	2.0
	Ignored	.9	1.3	1.0	.8	.5	1.0
	Terminated	.3	.7	.4	.3	.0	.0
	Punished	.0	.2	.1	.0	.0	.0
58	Reinforced	2.0	2.0	2.0	2.0	1.8	1.9
	Ignored	1.1	1.1	1.5	1.0	1.4	1.0
	Terminated	.2	.6	.6	.1	.1	.0
	Punished	.0	.0	.0	.0	.1	.0
59	Reinforced	2.0	2.0	1.6	1.3	1.9	2.0
	Ignored	.9	.9	.6	1.5	.7	.0
	Terminated	.1	.5	2.0	1.0	.5	.0
	Punished	.0	.0	.1	.0	.2	.0

Behavior Number	Response	Judges					
		A	B	C	D	E	F
60	Reinforced	2.0	2.0	2.0	2.0	2.0	2.0
	Ignored	.6	1.2	1.0	.5	1.0	.5
	Terminated	.1	.7	.5	.3	.3	.1
	Punished	.0	.0	.0	.0	.0	.0
61	Reinforced	2.0	2.0	2.0	2.0	2.0	2.0
	Ignored	.2	1.3	.5	.4	.9	.5
	Terminated	.0	.8	1.0	.0	.4	1.0
	Punished	.0	.2	.0	.0	.0	.1
63	Reinforced	2.0	1.9	1.6	1.6	1.3	2.0
	Ignored	.4	1.2	.5	.6	.8	.5
	Terminated	.2	.7	1.0	.3	.6	.1
	Punished	.0	.1	.1	.0	.0	.0
65	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	1.2	1.2	1.4	1.8	.8	.5
	Terminated	1.9	1.9	2.0	2.0	2.0	1.1
	Punished	.3	.6	1.0	.1	1.3	.1
66	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	1.1	.9	.6	.9	.7	.0
	Terminated	2.0	1.9	1.5	2.0	2.0	2.0
	Punished	1.5	1.3	1.9	.3	1.7	.1

Behavior Number	Response	Judges					
		A	B	C	D	E	F
67	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.5	.8	1.6	.1	.0	.0
	Terminated	1.6	1.6	1.5	2.0	2.0	2.0
	Punished	1.9	2.0	1.9	1.2	2.0	.1
68	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.6	1.5	1.0	.9	.8	.5
	Terminated	2.0	2.0	2.0	2.0	2.0	2.0
	Punished	.2	.5	1.5	.2	1.3	.0
69	Reinforced	.0	.1	.1	.0	.0	.1
	Ignored	.3	.7	1.1	.2	.5	.0
	Terminated	2.0	2.0	1.6	1.9	2.0	1.9
	Punished	.5	1.3	2.0	.8	1.6	.1
70	Reinforced	.0	.0	.1	.0	.0	.0
	Ignored	.1	.7	1.0	.2	.0	.0
	Terminated	2.0	1.4	1.5	1.9	1.6	2.0
	Punished	1.5	2.0	1.9	1.6	2.0	.1
71	Reinforced	2.0	1.8	1.7	2.0	2.0	2.0
	Ignored	.9	.6	1.1	.7	.5	1.6
	Terminated	.2	.4	.5	.2	.3	.0
	Punished	.0	.1	.0	.0	.0	.0

Behavior Number	Response	Judges					
		A	B	C	D	E	F
72	Reinforced	2.0	1.8	2.0	2.0	2.0	2.0
	Ignored	1.0	.8	1.4	1.0	.7	.0
	Terminated	.1	.5	.5	.1	.5	.0
	Punished	.0	.0	.1	.0	.0	.0
73	Reinforced	1.9	1.9	2.0	1.9	1.9	2.0
	Ignored	.9	.8	1.0	.7	.7	.5
	Terminated	.3	.5	.4	.0	.0	.0
	Punished	.1	.1	.0	.0	.0	.1
74	Reinforced	2.0	1.4	1.6	1.8	1.8	1.5
	Ignored	.6	1.9	2.0	1.6	1.6	1.5
	Terminated	.1	.5	.5	.2	.2	.0
	Punished	.1	.1	.0	.0	.0	.1
75	Reinforced	2.0	1.9	2.0	1.6	1.6	1.0
	Ignored	1.4	1.4	1.5	.9	.9	1.5
	Terminated	.2	.7	1.0	.6	.6	2.0
	Punished	.0	.0	.0	.1	.1	.0
78	Reinforced	2.0	1.9	1.5	1.8	1.8	1.9
	Ignored	.4	.9	.5	.6	.6	.5
	Terminated	.1	.5	2.0	.3	.3	.1
	Punished	.0	.0	.0	.0	.0	.0

Behavior Number	Response	Judges A	 B	 C	 D	 E	 F
79	Reinforced	.2	.6	.1	1.5	1.0	1.5
	Ignored	2.0	2.0	2.0	2.0	2.0	2.0
	Terminated	.1	.4	1.1	.4	.0	.0
	Punished	.0	.0	1.6	.0	.0	.0
80	Reinforced	.0	.1	.1	.1	.0	.0
	Ignored	.5	.5	.6	.3	.1	.5
	Terminated	2.0	2.0	1.6	2.0	1.8	2.0
	Punished	.6	1.4	2.0	.9	2.0	.0
81	Reinforced	2.0	.6	2.0	2.0	1.7	1.5
	Ignored	.4	2.0	1.0	.7	1.2	1.5
	Terminated	.1	1.2	1.2	.2	.6	1.5
	Punished	.0	.0	.1	.0	.0	.0
83	Reinforced	.0	.0	.1	.0	.0	.1
	Ignored	.5	.7	.4	.4	.4	.5
	Terminated	1.5	1.3	1.5	1.8	1.4	2.0
	Punished	2.0	2.0	1.8	.9	1.9	.1
85	Reinforced	.1	.2	.2	.0	.0	.1
	Ignored	1.9	1.9	1.0	.5	1.3	.5
	Terminated	1.3	1.5	2.0	2.0	1.7	2.0
	Punished	.2	.8	1.5	1.2	1.1	.0

Behavior Number	Response	Judges A	B	C	D	E	F
86	Reinforced	.1	.0	.0	.0	.0	.0
	Ignored	.0	.7	.5	.2	.0	.0
	Terminated	1.5	1.5	1.1	2.0	2.0	2.0
	Punished	2.0	2.0	2.0	1.2	2.0	.0
89	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	.2	.7	.6	.2	.0	.5
	Terminated	2.0	1.4	1.6	2.0	2.0	2.0
	Punished	1.1	1.9	1.9	1.0	1.8	.0
90	Reinforced	.0	.0	.0	.0	.0	.0
	Ignored	1.4	.7	1.0	.3	.2	.0
	Terminated	2.0	1.4	2.0	2.0	1.4	2.0
	Punished	.8	2.0	1.5	1.2	2.0	.0

APPENDIX H

Behavioral Observation Form

APPENDIX H

BEHAVIORAL OBSERVATION FORM

Officer ____________

Shift ____________

Location ____________

Number of inmates supervised _____

Date__________ Page_________

Weather (Circle one of each)
1. inclement - cloudy - clear
2. warm - mild - cold

A. Inter-action Number	B. Notes (area, time, duration and situation)	C. Verbal Contact Behavior[a]		D. Type of Communi-cation		E. Initi-ator[b]		F. Person(s)		G. Officer Response[c]
		Rate +, -, or 0		Check one (✓)		Check one (✓)		(C) Officer (I) Inmate (P) Prison Staff (S) School Staff (O) Specify		(R) Reinforced (T) Terminated (P) Punished (I) Ignored
		Content	Tone	Personal	Business	Officer	Other		Number	

a, b - Put question mark (?) if uncertain.
c - If entry is questionable, provide information in "Notes" section for later evaluation.

APPENDIX I

Instructions for Use of The Behavioral Observation Index

APPENDIX I

Instructions for Use of The Behavioral Observation Index

Interaction Number (Column A)

The interactions are numbered in the sequence in which they occur.

Notes (Column B)

Activities are recorded that are related to specific behavioral principles. When a behavioral principle used by an officer is recorded it is important to record enough of the conversation or event that later reference may be made to the Standardized Response Index for evaluating the response. Also, the time and length of bull-sessions, card games, TV viewing, and sleeping should be recorded here. Since one interaction is scored for each 5 minutes of a continuous discussion with the same individual, recording in increments of 5 minutes will suffice (5, 10, 15, etc.). Also, the length of the periods that the observer is interrupted should be recorded in 5 minute increments (-5, -10, -15, etc.).

Verbal Contact Behavior (Column C)

Verbal content. Content refers to verbal phrases used by an officer in interactions with an inmate or with other officers.

	Examples	Scoring
(1)	"Let's get in line, Larry."	Scored positive (+).
(2)	"Get in line."	Scored neutral (0). (Scored any time + or - are questionable.)
(3)	"Get your God Damn ass in line."	Scored negative (-).

Verbal tone. The tone of voice used in verbalizations will be scored as follows: If tone is friendly and positive (+); if tone is hostile, unfriendly, shows tension or antagonism (-); and if the tone appears to be neutral or a score of (+) or (-) is not appropriate (0).

Example: The order, "Get against the wall," can be given in either a friendly (+), unfriendly (-), or neutral (0) tone.

If content or tone are not audible due to noise or distance, it is scored with a question mark (?).

Type of Conversation (Column D)

Business. Business interactions concern interactions necessary for the officer to accomplish his job.

Examples:

(1) Business approvals or permissions to act.

(2) Business discussions.

(3) Business information.

(4) Suggestions and instructions about the job.

(5) Reprimands concerned with business affairs.

(6) Questions and orders pertaining to job.

Personal. Personal interactions are those which are not necessary for the completion of the officer's job, and appear personal in nature.

Examples

(1) Greetings.

(2) Personal approvals.

(3) Praise and positive remarks.

(4) Discussions such as small talk, bull-sessions, and confidential matters.

(5) Joking and tension release.

(6) Helpful suggestions, information, opinions, and instructions.

(7) Personal questions showing concern.

(8) Derogatory remarks and comments.

(9) Sarcasm.

Initiator of Interaction (Column E)

Put a check mark in the "Officer" or "[illegible]ther" column depending on who initiated the interaction. Place a question mark (?) in the space if uncertain.

Person(s) with Whom Interacting (Column F)

Person. Record the person with whom the officer interacts.

Examples

(1) Correctional Officer (C)

(2) Inmate (I)

(3) Prison Staff (P)

(4) School Staff (S)

(5) Others to be specified (0)

Number. The number of people interacting with the officer is recorded following the letter identifying the "Person".

Examples

(1) Officer has personal discussion with one inmate. (1)

(2) Officer has personal discussion with ten inmates. (10)

Officer's Response (Column G)

Record the officer's response in this column, if applicable. Your evaluation depends upon your interpretation of his response with reference to the behaviors and principles as defined in the "Definitions" section (see Appendix D).

APPENDIX J

Summary Sheets I, II, III, and IV

SUMMARY SHEET I

Officer - ______________

Observation date - _______

Total observation Time - ________________

Time of Day Subject Was Observed - __________

Weather - ______________

Location - ____________

Total Number of Interactions - __________

A. Data for interactions with inmates.

1. Content Score - ____________.
2. Tone Score - ____________.
3. Verbal Contact Score - ____________.
4. Percentage of interactions which were with inmates - ____________.
5. Percentage of interactions with inmates which were personal - ______________.
6. Percentage of personal interactions with inmates which were initiated by the officer - __________.
7. Officer's Response Score - (Average per interaction with inmate) __________.
8. Average number of inmates per interaction with inmates - __________.

B. Data for interactions with others.

9. Content Score - __________.
10. Tone Score - __________.
11. Verbal Contact Score - _____.
12. Percentage of interactions with others which were personal - _____.
13. Comments -

SUMMARY SHEET II

(Officer's Interactions with Inmates)

To compute the Content and Tone Scores fill in the blanks allowing 2 points for +'s, 1 point for 0's, and 0 points for -'s.

1. Content Score -
   Total number of (+)'s ______ X 2 =_____.
   Total number of (0)'s ______ X 1 =_____.
   Total number of (-)'s ______ X 0 =_____.
   Sum A =______Sum B=_____.

   Content Score = Sum B ÷ Sum A = _______.

2. Tone Score -
   Total number of (+)'s ______ X 2 =_____.
   Total number of (0)'s ______ X 1 =_____.
   Total number of (-)'s ______ X 0 =_____.
   Sum A =______Sum B=_____.

   Tone Score = Sum B ÷ Sum A = ______.

3. Verbal Contact Score -

   (Content Sum B + Tone Sum B) ÷ (Content Sum A + Tone Sum A) = _______.

4. Percentage of interactions with inmates -

   (Total interactions with inmates) ÷ (Total number of interactions) = ______.

5. Percentage of interactions with inmates which were personal -

   (Total number of interactions with inmates which were personal) ÷ (Total number of interactions with inmates) = _____.

6. Percentage of personal interactions with inmates initiated by officer. Where an interaction lasted longer than 5 minutes the additional interactions are not counted, only the initial interaction (first 5 minutes) is used to compute this data.

   (Total personal interactions with inmates initiated by officer) ÷ (Total number of interactions with inmates) = ______.

7. Officer's Response Score - (This information is tabulated on Summary Sheet IV and recorded on Summary Sheet I.)

8. Average number of inmates per personal interaction. (Total number of inmates involved in personal interactions) ÷ (Total number of personal interactions with inmates) = ______.

SUMMARY SHEET III

(Officer's Interactions with Persons Other Than Inmates)

To compute the Content and Tone Scores fill in the blanks allowing 2 points for +'s, 1 point for 0's, and 0 points for -'s.

9. Content Score -
Total number of (+)'s _____ X 2 = _____.
Total number of (0)'s _____ X 1 = _____.
Total number of (-)'s _____ X 0 = _____.
Sum A = _____ Sum B= _____.

Content Score = Sum B ÷ Sum A = _______.

10. Tone Score -
Total number of (+)'s _____ X 2 = _____.
Total number of (0)'s _____ X 1 = _____.
Total number of (-)'s _____ X 0 = _____.
Sum A = _____ Sum B= _____.

Tone Score = Sum B ÷ Sum A = ______.

11. Verbal Contact Score -

(Content Sum B + Tone Sum B) ÷ (Content Sum A + Tone Sum A) = ______.

12. Percentage of interactions with others which were personal -

(Total number of interactions with others which were personal) ÷ (Total number of interactions with others) = _____.

SUMMARY SHEET IV

(Officer's Interactions with Inmates)

	Interaction Number	Officer's Response	Behavior Number	Response Value
	(Taken from	Observation Form)	(From Standardized	Response Index)
1.	______	______	______	______
2.	______	______	______	______
3.	______	______	______	______
4.	______	______	______	______
5.	______	______	______	______
6.	______	______	______	______
7.	______	______	______	______
8.	______	______	______	______
9.	______	______	______	______
10.	______	______	______	______
11.	______	______	______	______
12.	______	______	______	______
13.	______	______	______	______
14.	______	______	______	______
15.	______	______	______	______

7. Officer's Response Score -
   a. Number of applications = ______.
   b. Total score = ______.
   c. Average per interaction with inmates. (Sum total of response values) ÷ (Number of interactions with inmates) = ______.

APPENDIX K

Data for Determining Reliability of Each Category on the Observation Form

APPENDIX K

Average Content Score for Officer Interactions for Each Half Hour as Recorded by Each Observer in Three Prison Settings

Setting	Half Hour Blocks	Observer Pairs			
		One		Two	
		A	B	A	C
Farm	1	1.46	1.00	1.40	1.33
	2	1.55	1.14	1.00	1.00
	3	1.50	1.00	1.60	1.25
	4	1.33	1.29	1.33	1.00
Living area	5	1.23	1.00	1.29	.83
	6	1.17	1.00	.88	.88
	7	1.00	1.00	1.14	1.00
	8	1.50	1.33	1.40	1.00
Back-gate	9	1.86	1.83	1.60	1.44
	10	1.50	1.27	1.30	1.13
	11	1.33	1.20	1.40	1.33
	12	1.55	1.30	1.33	1.25

Note - Data taken from observer protocols.

Average Tone Score for Officer Interactions for Each Half Hour as Recorded by Each Observer in Three Prison Settings

Setting	Half Hour Blocks	Observer Pairs			
		One		Two	
		A	B	A	C
Farm	1	1.85	2.00	1.60	1.17
	2	1.64	1.57	1.67	1.00
	3	2.00	1.83	1.80	1.50
	4	2.00	1.57	1.33	1.00
Living area	5	1.54	1.62	1.57	1.50
	6	1.00	.75	.88	.63
	7	1.33	1.00	1.29	.83
	8	1.75	2.00	1.40	1.00
Back-gate	9	1.71	1.83	1.67	1.63
	10	1.70	1.45	1.60	1.56
	11	1.50	1.20	1.00	.67
	12	1.64	1.60	1.33	1.25

Note - Data taken from observer protocols.

Total Number of Officer Interactions for Each Half Hour As Recorded by Each Observer in Three Prison Settings

Setting	Half Hour Blocks	Observer Pairs			
		One		Two	
		A	B	A	C
Farm	1	14	15	5	6
	2	11	7	3	3
	3	8	6	5	4
	4	9	7	6	6
Living area	5	13	13	7	6
	6	6	4	8	8
	7	3	3	7	6
	8	4	3	5	4
Back-gate	9	7	6	15	9
	10	10	11	10	9
	11	6	5	5	3
	12	11	10	6	4

Note - Data taken from observer protocols.

Number of Interactions Initiated by the Officer for Each Half Hour as Recorded by Each Observer in Three Prison Settings

Setting	Half Hour Blocks	Observer Pairs			
		One		Two	
		A	B	A	C
Farm	1	12	15	3	4
	2	9	5	2	3
	3	8	6	3	3
	4	7	6	6	6
Living area	5	10	9	3	3
	6	4	3	7	5
	7	1	1	4	5
	8	1	0	2	2
Back-gate	9	1	1	6	5
	10	5	8	4	5
	11	3	3	2	2
	12	5	7	3	1

Note - Data taken from observer protocols.

Number of Personal Interactions for Each Half Hour
As Recorded by Each Observer in Three Prison
Settings

Setting	Half Hour Blocks	Observer Pairs: One A	One B	Two A	Two C
Farm	1	2	1	0	0
	2	3	3	0	0
	3	1	1	3	2
	4	2	1	3	2
Living area	5	9	11	3	3
	6	1	0	5	5
	7	0	0	2	1
	8	3	3	5	3
Back-gate	9	3	3	8	4
	10	4	2	5	4
	11	2	1	2	1
	12	5	4	2	1

Note - Data taken from observer protocols.

Number of Interactions with Inmates for Each
Half Hour as Recorded by Each Observer
in Three Prison Settings

Setting	Half Hour Blocks	One		Two	
		A	B	A	C
Farm	1	12	12	4	4
	2	11	7	3	3
	3	8	6	4	4
	4	9	7	6	6
Living area	5	13	13	7	6
	6	6	4	8	8
	7	3	3	7	6
	8	3	2	4	3
Back-gate	9	5	4	10	5
	10	6	8	8	7
	11	4	3	4	3
	12	6	7	5	4

Note - Data taken from observer protocols.

Average Number of Persons in Each Interaction for Each Half Hour as Recorded by Each Observer in Three Prison Settings

Setting	Half Hour Blocks	Observer Pairs One A	Observer Pairs One B	Observer Pairs Two A	Observer Pairs Two C
Farm	1	2.15	7.94	1.40	1.20
	2	5.18	3.43	1.33	1.33
	3	7.13	6.50	1.00	1.75
	4	6.25	4.14	1.00	1.00
Living area	5	1.92	1.92	1.29	1.17
	6	1.00	1.00	1.00	1.50
	7	1.00	1.00	1.00	1.00
	8	1.00	1.00	1.80	1.75
Back-gate	9	1.00	1.00	1.00	1.00
	10	1.00	1.00	1.00	1.11
	11	1.17	1.00	1.20	1.33
	12	2.27	2.40	5.67	8.00

Note - Data taken from observer protocols.

Officer's Response Score for Each Half Hour as Recorded by Each Observer in Three Prison Settings

Setting	Half Hour Blocks	Observer Pairs One A	Observer Pairs One B	Observer Pairs Two A	Observer Pairs Two C
Farm	1	.27	.41	.43	.43
	2	.70	.85	.00	.00
	3	.20	.27	.45	.45
	4	.78	.96	.00	.00
Living area	5	.28	.45	.80	.93
	6	.00	.00	.45	.93
	7	.00	.00	.51	.00
	8	1.24	1.80	.45	.00
Back-gate	9	.00	.00	.34	.32
	10	.30	.00	.67	.26
	11	.45	.00	.89	.58
	12	.63	.54	.39	.49

Note - Data taken from observer protocols.

APPENDIX L

Teachers' Rankings of Officers Based on the Officers Application of Behavioral Responses

APPENDIX L

Instructions for Rank Ordering the 15 Correctional Officers

Rank order the following 15 correctional officers according to how you expect each applied the behavioral responses (principles) during his interactions with inmates before the training sessions began. Take into consideration the area in which each officer worked and your knowledge of each officer's characteristics and ability.

Officers

Rank Order

1. __________ Used most appropriate responses.
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________
13. __________
14. __________
15. __________ Used least appropriate responses.

Teachers' Ranking of Fifteen Correctional Officers Based on How They Expected the Officers Applied Behavioral Responses

		Teachers[a]		
Officer	A	B	C	Mean Rank
1.	15	5	10	10
2.	2	6	2	3.33
3.	5	11	7	7.67
4.	9	12	13	11.33
5.	4	8	3	5
6.	8	4	11	7.67
7.	6	7	5	6
8.	14	3	1	6
9.	11	15	6	10.67
10.	13	13	15	13.67
11.	10	14	12	12
12.	1	2	8	3.67
13.	12	10	14	12
14.	3	9	9	7
15.	7	1	4	4

Note - Officer who applied most desirable responses was given a rank of 1, while the officer using the least desirable responses was ranked 15.

[a] Agreement between teachers' ranking of officers computed by Kendall's Coefficient of Concordance (.18).

ERIC Clearinghouse
FEB 22 1972
on Adult Education